

**THE CHARACTERISTICS OF TEACHER'S FEEDBACK  
IN THE SPEAKING ACTIVITIES OF THE GRADE NINE STUDENTS OF  
SMP N 2 DEPOK**

**THESIS**

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for the Attainment of the *Sarjana Pendidikan* Degree  
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Written by  
Wahyu Anggraeni  
06202241034

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

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## APPROVAL SHEET

The Characteristics of Teacher's Feedback  
in the Speaking Activities of the Grade Nine Students of SMP N 2 Depok

A Thesis

Written By

Wahyu Anggraeni

06202241034



Approved on May 4, 2012

By

First Consultant,

Suhaini M. Saleh, M. A.

NIP. 19540120 197903 1 002

Second Consultant,

Nunik Sugesti, M.Hum.

NIP. 19710616 200604 2 001

## RATIFICATION

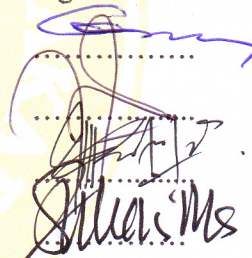
The Characteristics of Teacher's Feedback  
in the Speaking Activities of the Grade Nine Students of SMP N 2 Depok

### A Thesis

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	Board of Examiners
Chairman	: Samsul Maarif, M.A.
Secretary	: Nunik Sugesti, M.Hum.
First Examiner	: Anita Triastuti, M.A.
Second Examiner	: Suhaini M. Saleh, M. A.

### Signatures

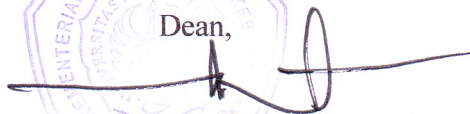


Yogyakarta, May 29 , 2012

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001



## PERNYATAAN

Yang bertandatangan dibawah ini:

Nama : Wahyu Anggraeni  
NIM : 06202241034  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : *The Characteristics of Teacher's Feedback in the Speaking Activities of the Grade Nine Students of SMP N 2 Depok*

Menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, May 5, 2012

Penulis



(Wahyu Anggraeni)



# DEDICATIONS

*This piece of work is fully dedicated to my beloved  
mother, father, and elder sister.*

# MOTTOS

*Undoubtedly, there is an ease after a hardship. (Al Inshirah : 6)*

*Your life is you. If you are good, so is your life. (Mario Teguh)*

*Knowing is not enough, we must apply. Willing is not enough,  
we must do. (Johann Wolfgang von Goethe)*



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I expect that this thesis will give some contributions to the practice of the English teaching and learning especially the one in SMP N 2 Depok. However, I realize that this writing is still far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 4 May 2012

The Writer

(Wahyu Anggraeni)



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## THE CHARACTERISTICS OF TEACHER'S FEEDBACK IN THE SPEAKING ACTIVITIES OF THE GRADE NINE STUDENTS OF SMP N 2 DEPOK

Wahyu Anggraeni  
06202241034

### ABSTRACT

Considering the importance of teacher's feedback in the students' speaking skill, this research was aimed at investigating the teacher's feedback in the speaking activities. Four research questions were formulated in this study. They are (1) What types of feedback does the teacher give in the speaking activities? (2) What categories of feedback does the teacher give in the speaking activities? (3) What are the teacher's purposes in giving such feedback in the speaking activities and (4) What are the students' perceptions of teacher's feedback in the speaking activities?

This research used a descriptive qualitative design. It applied an observational method to collect the data. It means that the data of the research were obtained through careful observations in the natural setting where the research was conducted. The study involved the teacher and the students of the ninth grade of SMP N 2 Depok in the first term of the academic year of 2011. Observations were done by attending the speaking classes and making field notes of all what happened in the classroom setting during the speaking learning and teaching process. With the help of audio recorder, the researcher recorded all the speech events of the classroom community members under observation. This audio recording technique enabled the researcher to preserve the authenticity of the data. To gain comprehensive and accurate data, the researcher crosschecked the data obtained by comparing these data with those which were obtained by interviewing some of the students and the English teacher involved in the research. The researcher also distributed the questionnaire to all of the students in the class. These accurate data were then (1) transcribed, (2) read, (3) identified, (4) categorized, and (5) analyzed to answer the research questions as those which were mentioned in the formulation of the problem. To check the trustworthiness of the data, triangulation was also used. The researcher compared the gathered data with other relevant researches and theories and consulted the lecturers involved in the study.

Based on the analysis of teacher's feedback, it is figured out that the teacher mostly gave feedback in the form of explicit corrections. Also, the teacher's feedback focused more on the phonological errors, especially pronunciation. The teacher's purposes in giving feedback were (1) providing information for teacher and students, (2) providing advice to the students, (3) providing students with language input, (4) motivating the students, and (5) leading students toward autonomy. Based on the fourth research question, the research result shows that (1) teacher's feedback was objective, (2) teacher's feedback was clear, (3) teacher's feedback was assisting, (4) teacher's feedback was encouraging, and (5) teacher's feedback was proportional.

## **CHAPTER I**

### **INTRODUCTION**

This chapter basically reveals the introduction in this study. It includes the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the objectives of the research, and the significances of the research.

#### **A. Background of the Problem**

English is one of the international languages, the language most widely used in the world for it is needed to keep up with the world's development. Recognizing the great significance of English, Indonesia has English in the school programs. It is implemented as a local content in the elementary school and as a compulsory subject in junior and senior high schools. Based on competence standard and basic competence of junior high schools, English is aimed to enable students to communicate both in the spoken and written English to solve daily problems (BSNP, 2006). In other words, the students of junior high schools should reach the functional level in English. Thus, the English teaching-learning process covers four language skills, i.e. listening, speaking, reading, and writing. However, most of the language learners in this world study English in order to develop their proficiency in speaking (Richard and Renandya: 2002). There are two possibilities in this case that are they having difficulties to speak English or they assume that mastering speaking is more important than mastering the other skills. In line with this, Kayi (2006) states that speaking is a crucial part in

learning a foreign language because the ability of the learners to communicate in a foreign language will clearly and efficiently contribute to their success both at school and in the later phase of life.

Regarding the importance of speaking, teachers, as the ones who contribute more in students' success, should lead their students to be good speakers. As it is impossible to be successful without facing obstacles, the students will also find difficulties in speaking by producing mistakes and errors before they are proficient in speaking English. It is common that English as Foreign Language (EFL) learners usually make mistakes and errors in speaking. It is just the same as the process of second language acquisition (SLA) in a child. He tries to produce an utterance and make mistakes and errors that reflect his hypotheses to achieve proficiency. Mistakes and errors are not only important for the students but also for teachers. Mistakes and errors can be supportive feedback because through them both teachers and students can understand the quantity and quality of mistakes and errors in their speaking. In addition, mistakes and errors enable the students to test their hypothesis and participate actively in their own linguistic development. For the teachers, mistakes and errors enable them to see the students' weakness and find remedy to help them acquire the language.

The teachers can help the students to correct their mistakes and errors by giving feedback on their speaking performance. It can make students know how well they are doing as they learn and show the aspect that the students should improve. In other words, students need feedback to facilitate their speaking with

minimum mistakes and errors as well as maximum accuracy and clarity. Thus, the feedback will provide guidance to the learners to produce better oral production.

In fact, many students still complain that English is a difficult subject, especially the speaking skill. The students were reluctant to speak English. There were only few of them taking part in the speaking activities. Most of them were not brave enough to take a risk in speaking English. It seems that they were afraid of making mistakes.

The problems above may be caused by some factors such as inappropriate class mixture, unsuitable topic, and wrong task organization (Harmer, 2007). But, from all of these possibilities the problem that usually occurs is the natural reluctance of some students to speak and to take part. Here, the teacher role (s) will be crucial. One way to motivate them to speak English is by giving feedback to them. It is because feedback gives a good effect toward the students' learning. It is in line with Harmer's opinion (2007) that good learners are enthusiastic to be corrected if it helps them in the learning. It will make students know if they are doing well and it gives a sense of achievement that motivates them to learn more. Otherwise, if the students make errors or mistakes they will learn from them and know the correct ones.

Feedback has also been recognized as a tool to enhance the teaching and learning process. Giving feedback is one of the most important responsibilities of a teacher (Gower, Philips, and Walter: 1995). However, some EFL teachers seemed unaware and did not appreciate the process of feedback and; thus, did not



care about it although extensive researches have showed that feedback is of great importance to the learning process in general (Black & William, 1998).

As what has been discussed in the previous paragraphs, the feedback has many advantages. Thus, the researcher is interested in discovering the teacher's feedback in the teaching and learning process especially in the speaking activities. In this research, qualitative research was used to analyze the data. From the data, the analysis was done and then presented as a complete description of teacher's feedback in speaking activities. The ninth grade students of SMP N 2 Depok were taken as the subject of the research.

## **B. Identification of the Problem**

In identifying the problems, the observation was conducted. Based on the observation, there were some problems that could be identified as follows:

- a. The first problem is related to the students.

Some students were reluctant to participate in the classroom activities especially in speaking. Many students felt shy to express their ideas. They preferred using Indonesian to English in expressing their ideas. They also tended to make errors when speaking such as mispronouncing words, producing ungrammatical sentences, and choosing inappropriate words.

- b. The second problem is related to the teacher.

The teaching and learning process was still teacher-centered in nature. The teacher explained all the time and the students had few chances to be active in the classroom. The students' talking time was far less than teacher's talking time. The

teacher used English mostly in the classroom but she did not encourage her students to do the same. When the students had a speaking task, she asked them to perform in front of the class and gave them marks. However, there were some students who refused to perform and she just let it happen without reinforcing them. She was fluent in English though not too accurate.

c. The third problem is related to the media and materials

Media and materials have big roles in an English teaching and learning process. Unfortunately, this school did not maximize the use of media and materials to support the English teaching and learning process. There was a language laboratory in this school but it was rarely used. The teacher said that she had not practiced to operate the computer in the language laboratory yet. Moreover, there were some computers that were already broken in the language laboratory. Thus, in practicing listening, the teacher preferred using tape recorder in the classroom to using the language laboratory. In teaching, the teacher used textbooks and *Lembar Kerja Siswa* (student's worksheet), the only material, and she did not develop her own material.

d. The fourth problem is related to the teaching-learning process.

Some students who were considered smart and confident dominated the classroom and the others were like the audiences who watched and listened to their friends and teacher. The first language, in this case Bahasa Indonesia, also dominated the classroom interaction. The teacher said that it was fine to use Bahasa Indonesia as long as the students understood the materials given.

### **C. Limitation of the Problem**

Because of the limited time and knowledge, this research did not discuss all the problems mentioned above but it was focused on the teacher's role in a classroom especially in speaking activities. It was focused on the feedback given to the students in speaking activities.

### **D. Formulation of the Problem**

From the identification and limitation of the problem above, the problems formulated in the research are:

1. What are the types of teacher's feedback in the speaking activities of the grade nine students of SMP N 2 Depok?
2. What are the categories of teacher's feedback in the speaking activities of the grade nine students of SMP N 2 Depok?
3. What are the purposes of giving such feedback in the speaking activities of the grade nine students of SMP N 2 Depok?
4. What are the students' perceptions of the feedback given by the teacher in the speaking activities of the grade nine students of SMP N 2 Depok?

### **E. Objectives of the Research**

Related to the formulation of the problem, the objectives of the research are:

1. to reveal and describe the types of teacher's feedback in the speaking activities of the ninth grade students of SMP N 2 Depok,

2. to reveal and describe the categories of teacher's feedback of the ninth grade students of SMP N 2 Depok,
3. to reveal and describe the purpose of teacher's feedback in the speaking activities of the ninth grade students of SMP N 2 Depok, and
4. to reveal and describe the students' perception of the feedback given by the teacher in the speaking activities of the ninth grade students of SMP N 2 Depok.

#### **F. Significances of the Research**

The result of this research is expected to give contribution to:

##### **1. English teachers**

The result will provide English teachers with a clear description of feedback in speaking, especially how the feedback is given in classroom speaking activities. Hopefully, after knowing the result of this research, the teachers will improve their techniques in giving feedback. As a result their feedback can effectively improve the students' speaking skill.

##### **2. Students**

The students who learn speaking will improve their speaking by having a clearer perception of the teacher's feedback in speaking. It is also expected that students will have other meaningful perceptions toward teacher's feedback.

##### **3. Other Researchers**

The researcher hopes that this study can inspire them to conduct further research about teacher's feedback or other topics related to feedback to enrich the existing study.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter is devoted to theories and opinions related to the whole elements in the study. It is divided into two subchapters, namely literature review and conceptual framework. In the theoretical review, some theories and research studies which are relevant with the topic are discussed. In the conceptual framework, the theories are related to the study. From the conceptual framework, an analytical construct is drawn as a guideline in analyzing the data related to the study.

#### **A. Literature Review**

##### **1. Teaching and Learning English as a Foreign Language**

English is one of the international languages which are widely used by people in many types of communication. This language is commonly used in human activities, such as tourism, technology, business, education, and other fields in the international scope. It is the language that people should master when they intend to communicate with others from different countries in the world. Many non-English speaking countries position English as a second or foreign language. Brown (2001:193) says that English as a Foreign Language can mean that English is learned in one's own culture with few immediate opportunities to use language within the environment of that culture (for example, a Japanese learning English in Japan).

Dubin and Olshtain (1992:8) define English as a foreign language when it is taught as only one of several foreign languages available to students within the school



system even though in practical terms it may be recognized as the most important foreign language. Even in these cases, the role of English in the process of modernization, science, and technology is significant.

Madya (2000:1) states that Teaching English as a Foreign Language (TEFL) means that English is taught as a foreign language, a language spoken by people from other countries and not used for formal communication and/or daily communication. In this definition, it is clear that teaching English in Indonesia is regarded as teaching English as a Foreign Language because English is not spoken by Indonesian people in formal or daily communication.

In Indonesia, among the existing foreign languages, English is considered to be the most important. It is chosen by the government as the only compulsory foreign language subject in the public schools. English education in Indonesia is significant since it is a compulsory subject-lesson in the National Exam (*Ujian Akhir Nasional/UAN*).

## **2. English Teaching and Learning in Junior High Schools in Indonesia**

Piaget in Marsh (1996:18) proposes a theory about stages of intellectual development. Based on the age, human's intellectual generally develops through the following stages:

- i. Sensory – motori stage; in range 0-2 years old
- ii. Preoperational stage; in range 2-7 years old
- iii. Concrete operational stage; in range 7-11 years old

iv. Formal operational stage; in 11 years old and above

According to the taxonomy above, junior high school or secondary school students are in the operational stage. They are popularly called teenagers or teens. Brown (2001: 92) states that “terrible teens” are age of transition, confusion, self awareness, growing, and changing bodies and minds. Teens are in opposition between childhood and adulthood; therefore, a very special set of considerations applies to teaching them. Here are some possible considerations:

- 1) Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible.
- 2) Attention spans are lengthening as a result of intellectual maturation but once again, within many diversions present in a teenager’s life, that potential attention span can easily be shortened.
- 3) Varieties of sensory input are still important, but again, increasing capacities for abstraction lessen the essential nature of appeality to all five senses.
- 4) Factors surrounding ego, self image, and self esteem are as their pinnacle. Teens are ultra-sensitive to how others perceive their changing physical and emotional selves within their mental capabilities. One of the most important concerns of the secondary school teacher is to keep their self esteem high through these methods.
  - i. Avoiding embarrassment of students at all costs,
  - ii. Affirming each individuals talent and strength,
  - iii. De-emphasizing competition between classmates, and

iv. Encouraging small group work where risks can be taken more easily by a teen.

5) Secondary school students are of course becoming increasingly adult-like in their ability to make those occasional diversions from 'here and now' nature of immediate communicative contexts dwell on a grammar point or a vocabulary item. But as in teaching adults, care must be taken not insult them with stilted language are to bore them with over analysis.

In Indonesia, English teachers apply KTSP (School-Based Curriculum). It is defined as an operational curriculum which is arranged and implemented in each school. KTSP is developed according to its relevance by each school under the coordination and supervision of the Department of National Education or the Department of Religion for Junior High School in each regency and / or city.

Most of English teachers use handbooks and worksheets as the main reference in teaching. Those who are creative usually use additional material sources such as magazines, newspapers, and the other media which can be taken as authentic materials. Besides, they also download the relevant materials from the internet.

The method that has been used recently in teaching and learning process is Contextual Teaching and Learning (CTL). The concept of Contextual Teaching Learning has been proposed by John Dewey in Brown (2001) which assumes that the curriculum and methodology in teaching should be based on the learners' experiences and their interests. Dewey disapproves that the focus of instruction on the academic and intellectual development is isolated from the personal and interpersonal (soft

skills) development. Teaching and learning should be linked to the student's daily life that they can contextualize the language they learn in the classroom. In order to achieve successful classroom, Harmer (2007: 155) has discussed several aspects that the teacher can do to ensure a successful- oriented environment. They are: 1) Behavior norms, 2) Explicitly discuss the norms with students, 3) The norms negotiation, and 4) Reviewing and revisiting the norms is needed.

However, some English teachers do not apply CTL in their teaching. They teach grammar separately from the context. As a result, the students are able to use grammar correctly but they do not know when they should use it in appropriate contexts. For example, the teacher teaches tenses by giving 10 present tense sentences to be changed into past tense sentences in which those sentences are not related to each other and the students' life. The students who are able to do this task have no guarantee to be able to do another task, for example writing about the best holiday experience.

The facility that is vital in the English teaching and learning is an English laboratory. In this laboratory students can practice their listening skill. However, some junior high schools still do not have this facility. SMP N 2 Depok has this facility but unfortunately it was rarely used to practice the listening skill. The teacher preferred to playing the listening cassette using tape recorder in the classroom to using the language laboratory to practicing the listening skill. In fact, practicing the listening skill by using a tape recorder in a class has disadvantages: the noise outside

the class may disturb the students' comprehension, and the time spent to rewind the tape recorder for many times will effect on the students' incomprehensibility.

### **3. Speaking**

This sub-chapter describes important matters concerning speaking. They are presented in four sub-headings: speaking skill, errors in speaking the elements of speaking, types of classroom speaking activities, and teacher's role in the speaking class.

#### **a. Speaking Skill**

Speaking is one of the four language skills that are taught in the teaching of English. Many experts have their own ideas in defining the meaning of speaking. Speaking is perhaps the most demanding skill for a teacher to teach (Scott and Ytreberg, 2004). Speakers talk in order to have some effects on their listeners. When speaking to other people, speakers try to make their communication run well/ speakers have to speak when they want to assert things to change their knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. In speaking, communication between two people should happen.

Chaney in Kayi (2006) states that speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols, in a variety of contexts. To be able to do this, language learners should have adequate knowledge of the sound, structure, vocabulary, and cultural system of English language. The

learners also have to think about the ideas they want to express. They have to be able to articulate English sounds well by changing the position of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expressions as well as grammatical, lexical, and cultural features needed to express idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. The last, the learners must have the abilities to change the direction of their thoughts on the basis of the person's responses.

Thornburry (2001) states that speaking requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with the little time for the detailed planning. Further, he adds the nature of speaking process means that the grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

#### **b. Errors in Speaking**

Speaking is one of the productive skills besides writing. Most of Indonesian learners consider it as the most difficult skill among the other three skills (reading, listening, and writing). It is because English is not their mother tongue and it is rarely used in everyday communication so it is not surprising if they produce errors in speaking.

Richards and Schmidt (2002) define an error (in the speech or writing of a second or foreign language learner) as the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. It is result of learner's incomplete knowledge while a mistake is caused by lack of attention, fatigue, carelessness, or some other aspects of performance.

Lyster (1998) classifies three categories of students' errors in speaking that lead the teacher to give corrective feedback. They are phonological errors (e.g. mispronunciation, addition of other elements, pronunciation of silent letter, etc.) and grammatical errors (e.g. genders, tenses, verb morphology, negative for, etc.), and lexical errors (e.g. inappropriate choice of items, incorrect derivation, etc.). Richards and Schmidt (2002) also propose some types of errors. They are lexical error (pronunciation), phonological error, syntactic error (grammar), interpretive error (misunderstanding of a speaker's intention or meaning), pragmatic error (production of the wrong communicative effect e.g. through the faulty use of a speech act or one of the rules of speaking).

In analyzing teacher's corrective feedback, the students' errors in speaking will be analyzed using the types in the following paragraph. It aims at finding the frequencies of each type of students' errors to make interpretation of the categories of teacher's feedback in speaking activities.



### **c. Types of Classroom Speaking Activities**

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to be involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase students' motivation in learning English. According to Brown (2001), the following are types of classroom speaking performance:

#### **1. Imitative**

Drills offer learners an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty-either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

#### **2. Intensive**

Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are 'going over' certain forms of language.

#### **3. Responsive**

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

#### 4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiative nature to them than responsive speech does.

#### 5. Interpersonal dialogue

Interpersonal dialogue, carried out for the purpose of maintaining social relationships than for the transmission of facts and information.

#### 6. Extensive (monologue)

Learners at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps-short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

### **d. Teacher's Role in Speaking Class**

Teachers play an important role during the teaching and learning process. Students cannot learn English without teacher's guidance. Sometimes teachers should motivate the students to learn English. They need their teacher's accompaniment in doing activities. Furthermore, students are those who like to get appraisal when they do something good. Here, teachers may respond to the students' work. In speaking, most of the teachers' job is to expose students to the language so that they can use it later. According to Harmer (2007:347-8) teachers need to play a number of different

roles during the speaking activities. The following are the teachers' roles when they are trying to get the learners to speak fluently.

#### 1) Prompter

Learners sometimes get lost, cannot think of what to say next, or lose the fluency. The teacher can let them find their solution by themselves, and sometimes, this may be the best option. However, the teacher may be able to help them and the activity to progress by offering separate suggestions. If this can be done caringly without disturbing the discussion, or forcing learners out of the role, it will stop the sense of frustration that some learners may feel that they come to a 'dead end' of language or ideas.

#### 2) Participant

Teachers should be good models when asking learners to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussions or role plays. Such way can prompt the students implicitly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain creative atmosphere. But, the teachers should not dominate the speaking by participating too much so that the students do not lose the opportunities for speaking.

There is one special occasion in which teachers act as participants, and that is when they are in dialogue with the class. Just as one-to-one teachers may engage in direct conversation with their students, so in dialogue events in larger groups, the

teacher and students may talk together communicatively as near equal participants. These are often very special moments in the lesson although we have to be careful not to take over the classroom so that students will lose opportunities to speak.

### 3) Feedback provider

The hard question of when and how to give feedback in speaking activities is answered by considering the effect of possible different approaches carefully.

When the learners are in the middle of a speaking activity, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get learners out of difficult misunderstandings and hesitations. Everything depends upon teachers' tact and the appropriateness of the feedback that the teachers give in particular situations.

When learners have completed on speaking activity it is vital that the teachers allow the learners to analyze and evaluate what they have done. Then, the teachers tell them what went well based on the teachers' opinion. The teachers will respond to the content of the activity and the language used.

## 4. Feedback in Language Class

This sub-chapter explains important matters related to feedback. It is presented in four subheadings. They are definition of feedback, purpose of feedback, criteria of feedback and type of feedback.

### a. Definition of Feedback

There are many definitions of feedback. Feedback is communication intended to improve overall performance (Wolsey, 2006). The feedback given can be a useful

input for the students to improve their work. The students will obtain praises or criticisms from the feedback. Thus, they will see what area they already understand or still need improvement. Another definition of feedback is proposed by Irons (2008). He argues that feedback is any type of comment from another individual which might result in learning. In the teaching-learning process, teachers use feedback as a means to improve students' learning. It is important for the students to know how well they are doing in learning by getting feedback. It is because feedback will give the students sense of achievement when they are already doing well, then it will motivate the students to learn more. On the contrary, if the students make error(s) or mistake(s), they will know and learn to correct their error(s) or mistake(s). In addition, Lewis (2002) says that feedback is more than correcting and hunting for the students' mistakes. Giving feedbacks means telling students about the progress they are making as well as guiding them to areas for improvement.

Giving helpful feedback to the students is an essential commitment in any teaching-learning situation (Kaur, 2005). It is related to teacher's service to the students. Educators recognize the fact that of all the facets of good teaching are important to them, "feedback on assessed work is perhaps the most commonly mentioned" (Ramsden, 1992; Biggs, 1999). As EFL learners usually feel afraid, anxious, and insecure when they talk in front of their peers, the teachers need to give meaningful feedback to them.

It is crucial for EFL teachers to give meaningful feedback to the students' efforts at speaking in a classroom. The classroom is a miniature of public area where

the learners may use the target language, English. Therefore, it is natural if they feel nervous to speak as they should face many people, in this case their classmates. Even the native speakers experience similar fears when they have to speak in public. When the students have done attempts and preparations to speak, they will need more than grade, they need more qualitative comments. Students will value this constructive criticism as a way to the next better performance. Kaur (2005) says that when the students are given feedback related to their speaking, they seem to make more effort to correct their errors in the next performance. He gives some examples of useful comments such as ‘You need to look at the audience more when you speak’, ‘You mispronounced the following words: campaign, aches, fogging and gestures’ or ‘Try to look at your audience more naturally as you seem to stare at them at time. At times, you seem to fix your stare on one or two particular persons only and it seems very unnatural’.

#### **b. Purposes of Feedback**

The objective of feedback is to give students the information they need to improve on their performance. It can motivate students in learning especially in foreign language learning such as English. As it is not the daily-use-language of the students, they commonly face problems and make mistakes when speaking English. Thus, they need feedback to reflect their ability in speaking, whether or not they are fluent, accurate, or appropriate. Here, the role of teacher is needed as a feedback provider to correct the students’ mistakes so that their mistakes do not come to what

is called as fossilization. In relation to the role of teacher as feedback provider in EFL teaching-learning process, Brown (2001: 275) states that “in most EFL situations, students are totally dependent on the teacher for useful linguistic feedback”. It can be inferred that the students need feedback from the teacher to improve their linguistic competency. They are completely dependent to the teacher as there is limited occasion to speak English outside the classroom. When they are involved in speaking activities in a classroom the teacher can monitor the students’ oral production and know what area the students need to improve or correct. Then, the teacher gives the feedback to the students. It is different from the situation outside the classroom as there is little pressure to use English for communication. Even if the students have a conversation with natives, they will not receive enough or even no feedback at all from the natives related to their mistakes in speaking. It is because the interlocutors will pay more attention to the meaning or information in the communication rather than to the mistakes made. So when the students have a conversation to the native it is possible that they communicate well although the students make mistakes.

According to Lewis (2002), feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement. Further, Lewis has listed some of the research based purposes that have been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. Here are the details.



### 1) Feedback provides information for teachers and students

Feedback is a way for teachers to portray their learners' language competency. It gives teachers information about individual and class progress. It is also a form of evaluation on their teaching. For learners, feedback is a continuing form of assessment which is more focused than marks or grades. By considering the strengths and weaknesses that the students have, the comments provide information about the individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direct information about language, by stating a rule or by giving an example. One way to focus comments is to consider questions that students may have about their language use. For example:

- How does the teacher think I'm coming along with my English in general?
- Did I do what was required for this particular task?
- How does my work this week compared with last week's?
- Why does the teacher say my work is good when I know everyone else is better than me?
- Why does the teacher say my work needs improving when I know I've done my best?
- How exactly am I meant to improve?
- What does the comment mean? (Lewis, 2003: 3)

### 2) Feedback provides students with advice about learning

Teachers can provide students with more than simple descriptions of their language use. Comments can also be given to the student's learning processes, a common way is using learning journal. The procedures are a student writes in a journal, the teacher answers, the student responds to their teacher's feedback with comments, questions, and additional information. The journals may be written

without or with any guidelines. Journals are recommended in language classes for a number of reasons:

- Students have the chance to reflect on their own learning.
- Teachers find out about the student's learning needs.
- Feedback is individual and therefore much focused.
- Students' language improves in fluency and quality.
- The teachers' comments provide authentic reading material.
- Students' vocabulary and grammar increases.
- For some students journal writing overcomes their shyness at speaking one-to-one with the teacher.
- The journal provides a permanent and ongoing record. (Lewis, 2003: 24)

### 3) Feedback provides students with language input

The teacher's written and spoken feedback provides students with meaningful and individual language input. The teacher's words, both in their form and their purpose, illustrate how language is used in communication. That is why it is important to expand students' language by giving comments in language at a level slightly higher than the students' own current language use. By this way, students can learn new vocabulary and structures in context.

### 4) Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage student to study and to use language in their best ability by considering whatever the teacher knows about the learners' attitudes. Both hardworking and underworking students need encouragement but it needs to be given in different ways. Day by day the teachers teach the students, they will learn more about their students, the encouragement can take personal condition into account.

### 5) Feedback can lead students towards autonomy

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. Lewis (2003:4) gives the example below:

“One teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While a building is going up it needs scaffolding, but once it is finished the scaffolding can be taken away”.

### c. Types of Feedback

There are many types of feedback in the teaching-learning process. Each expert has his or her own categorization. Some of feedback classifications are presented below.

#### 1) Lyster and Ranta's Classification

Lyster and Ranta in Lightbown and Spada (1999) state that there are six different types of feedback on error provided by teachers and the students' immediate responses to them (called *uptake*). Those feedbacks are explained in the following:

##### a) Explicit correction

The explicit correction of corrective feedback refers to the explicit provision of the correct form. By providing the correct form, the teacher clearly indicates that the students have said incorrect utterance. This typical corrective feedback is usually

recognized by the employment of '*No, what you said was wrong*', '*You don't say ....*', '*Oh you mean...*', '*You should say...*', or the like.

Example:

S : The dog run fastly.

T : 'Fastly' doesn't exist. 'Fast' does not take '*ly*'. That's why I picked 'quickly' (Lightbown and Spada, 1999: 104).

#### b) Recast

It involves the teacher's reformulation of all or part of student's utterances excluding the error. They are generally implicit in the way that they are not introduced by phrases such as '*You don't say ...*', '*You mean ...*', '*Use this word ....*', or '*You should say ....*'. By implementing recast, the teacher would not indicate or point out that the students have made error but he/she merely gives a correct form.

Example:

S1 : When you're phone partners, did you talk long time?

T : When you were phone partners, did you talk *for* a long time?

S2 : Yes, my first one I talked for 25 minutes.

S1 : Why you don't like Marc?

T : Why *don't you* like Marc?

S2 : I don't know, I don't like him. (Lightbown and Spada, 1999: 104)

#### c) Clarification Request

This type of corrective feedback is used when there are linguistic problems in the learner's turn and also when the learner's utterance is not comprehensible. Unlike explicit correction and recast, clarification request can refer to problems in comprehensibility and usually present in the form of question such as '*Pardon me?*',

*'I'm sorry? What do you mean by?'* which attempt to reveal the intended form of the error with the rising tone. It may also include a repetition of the error as in:

Example:

T : How often do you wash the dishes?  
 S : Fourteen.  
 T : Excuse me. (Clarification request)  
 S : Fourteen.  
 T : Fourteen what? (Clarification request)  
 S : Fourteen for a week.  
 T : Fourteen times a week? (Recast)  
 S : Yes. Dinner and supper. (Lightbown and Spada, 1999: 104)

#### d) Metalinguistic feedback

This type of corrective feedback contains comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. It makes the students analyze his/her utterance linguistically. It generally indicates that there is an error somewhere (for example, *'Can you find your error?'*). Also, metalinguistic information generally provides either some grammatical metalanguage that refers to the nature of the error (for example, *'It's masculine'*) or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student (for example, *'Is it feminine?'*). Simply said metalinguistic feedback is an implicit method by which the teacher gives some hints to his learner to make him understand that there is an error in his utterance without clearly indicating it. This is to urge the learner to pass through a metalinguistic process that may enable him to find his error by himself.

Example:

S: We look at the people yesterday.

T: What's the ending we put on verbs when we talk about the past?  
(Lightbown and Spada, 1999: 105)

#### e) Elicitation

It refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion of their own utterance (for example, '*It's a ...*'). Second, teachers use questions to elicit correct forms (for example... '*How do we say x in English?*'). Such questions exclude the use of yes/no questions: A question such as "*Do we say that in English?*" is metalinguistic feedback, not elicitation. Third, teachers occasionally ask students to reformulate their utterance.

Example:

S : My father cleans the plate.

T : Excuse me, he cleans the???

S : Plates? (Lightbown and Spada, 1999: 105)

#### f) Repetition

Repetition refers to the teacher's repetition, in isolation, of the student's incorrect utterance. Mostly, teachers adjust their intonation to highlight the error. The teacher repeats the student's incorrect form to attract his attention to it.

Example:

*The repetition is followed by a recast.*

S : He's in the bathroom.

T : Bathroom? Bedroom. He's in the bedroom.

*The repetition is followed by metalinguistic comment and explicit correction.*

S : We is ...

T : We is? But it's two people, right? You see your mistake? You see the error? When it's plural it's we *are*. (Lightbown and Spada, 1999: 105)

## **2) Tunstall and Gipps' Classification**

Another typology of feedback is proposed by Tunstall and Gipps (1996).

There are eight types of feedback explained as follows:

### **1) Rewarding**

This is the most positive type of evaluative feedback. Examples include smiley faces, stickers, stars, treats and work seen by the principal.

### **2) Approving**

This type of feedback is evaluative and positive and described as a “warm expression of teacher approval of the child’s work”. Examples include a touch, a positive facial expression, use of ticks, and general praise such as very good, well done, and good girl.

### **3) Specifying attainment**

It is described as descriptive and identifies “specific aspects of successful attainment” (Tunstall & Gipps, 1996, p.398). It supports student achievement through specific praise. An example is “This is very well done because you have....”

### **4) Construction achievement**

The description is embedded in conversation and dialogue with the student reflecting “work in progress”. With this type of feedback, the teacher facilitates learning process. The child is involved in explaining or demonstrating achievement using their own work.

#### 5) Punishing

This is the most negative type of evaluative feedback. It signifies complete disapproval. Examples include removal from the classroom, deprivation, destruction of work and removal from a group.

#### 6) Disapproving

This type of feedback is evaluative and related to general feelings of disapproval. Examples include “I’m very disappointed in you today” or “You could do a lot better.”

#### 7) Specifying improvement

This is descriptive feedback “which teachers use to specify how something which is being learned can be corrected” (Tunstall & Gipps, 1996, p.398). It focuses on the mistakes relating more to student achievement than personal attributes.

#### 8) Constructing the way forward-mutual critical appraisal

This type of feedback focuses on mutual critical appraisal of the student’s work. “Constructing the way forward was used by teachers to speak about future possibilities in learning in a way that looked like a partnership with the child” (Tunstall & Gipps, 1996: 400)



Table 1: Tunstall and Gipps (1996) Feedback Typology

Positive Feedback ..... Achievement Feedback			
Evaluative Feedback		Descriptive Feedback	
A1 Rewarding	B1 Approving	C1 Specifying attainment	D1 Constructing achievement
A2 Punishing	B2 Disapproving	C2 Specifying improvement	D2 Constructing the way forward
Evaluative feedback		Descriptive feedback	
Negative feedback ..... Improvement feedback			

### 3) Wolsey's Classification

There is another classification of feedback proposed by Wolsey (2009). According to him, not all feedbacks merely focus on error although they are intended to correct mistakes. He divides feedback into four types. They are feedback as affirmation; feedback that clarifies; feedback as observation, questions, and exploration; and feedback as correction. Each type of feedback will be explained further below.

#### a) Feedback as Affirmation

Students are often inexperienced when they meet subject and process for the first time in teaching-learning process. As they are not experts, they often believe that they have already completed a task correctly or did the process efficiently. However, they often feel unsure whether or not they have worked correctly or efficiently. Thus,

feedback that affirms the quality of students' work is needed. For example, there is a student who has just made a bit of dialogue as a part of short story but he is unsure of the placement of the comma between attribution and the quote. If the students punctuated correctly, an affirmation is 'in order'.

b) Feedback that Clarifies

The students usually attempt to learn what their teacher believes is important. But, they are usually unaware of the attributes of the concept they are trying to master. Feedback that clarifies can help students to be more accurate and to learn the important characteristics of a concept. For instance, a student who is trying to understand figurative language and knows that 'fog and cat feet' in a poem is a metaphor. The teacher can clarify what the student already knows by identifying the poem as an extended metaphor.

c) Feedback as Observation, Questions, and Exploration

Sometimes, a teacher's role is to simply observe and note the behavior or process. If a student in answering question in reading comprehension task chooses to read the text before he answers the multiple-choice answer and the choice makes a difference in the time spent, the teacher may simply note the difference. It is then up to the student to determine if the choice is an effective one or not.

Questions can be an effective form of feedback, especially when the teacher wants the student to think about the feature of the concept. A teacher might ask, "Why did you choose to use the word "enrich" instead of "enhance" in this part of

your essay?” Questions can help students think in new and deeper ways or point students toward a concept that may not have occurred to them previously.

Feedback that offers new possibilities for the student to explore can expand the student’s thinking and accelerate learning. In some cases, students competently repeat the process or product exactly as it was presented. In these instances, the teacher may stimulate the student to go beyond what has been learned by inviting further exploration.

#### d) Feedback as Correction

This type of feedback perhaps is the easiest. In most cases, a sentence begins with a capital letter, and students who forget to capitalize the initial letter should be corrected. However, corrections are often not as straightforward as one might think. A common misconception among students and sometimes teachers is that mass and volume are synonymous. A student who makes mistakes related to these two concepts needs a correction; however, a student who realizes there is a difference but cannot explain the difference is in need of clarification.

#### **d. Students’ Perception of Teacher’s Feedback**

The students are supposed to have positive perception toward teacher’s feedback so that they will keep learning in speaking. However, the students’ perception of teacher’s feedback may be different from one to another; it can be positive or negative.

Cohen (1990: 11) states that in order that feedback results in the positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear. Moreover, Konold et al. (2004) states one purpose of feedback is providing important information and helping students become effective and efficient learners. In line with this, Reid (1993: 218) states feedback must help students to improve their speaking by communicating feedback in detail. By seeing those arguments, it can be inferred that assistance is a vital element in feedback.

Then, Lewis (2002: 3) states one purpose of feedback which is providing information for teachers and students. It is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. In addition, he states that feedback is like the way of telling the students about the progress they are making and also facilitate them in the area of improvement. It means feedback given must be objective so it will let the students know how they have done, what parts are they lack of, and what parts are they good.

Also, Lewis (2002: 4) states that the purpose of feedback is a form of motivation. Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking onto account whatever teachers know about the learners' attitudes. Therefore, motivating or encouraging aspect must be included in feedback. However, John Truscott in Lyster, Lightbown, and Spada (2000) believe that feedback is somehow detrimental

especially for student L2 development since it only causes embarrassment, anger, inhibition, and feeling of inferiority. Actually, this controversial claim can occur in students' feeling if feedback given is excessive. Therefore, the proportion should be considered by teachers in giving written feedback.

By seeing those facts, it can be concluded to create positive perception of students; teacher's feedback should be clear, helpful, objective, encouraging, and proportional.

## **5. SMP N 2 Depok**

SMP N 2 Depok is located at Dahlia Street number 2, Condong Catur, Depok, Sleman, Yogyakarta. This school consists of three grades. Every grade has four classes (A-D). In each class there are approximately 36 students. So, the total number of the students is about 432 students.

In this school, English is taught three times a week with the duration of 40 minutes for each meeting. The English teachers, like other teachers, apply KTSP (School-Based Curriculum). It is defined as an operational curriculum which is arranged and implemented in each school. KTSP is developed according to its relevance by each school under the coordination and supervision of the Department of national Education or the Department of Religion for Senior High School in each regency and / or city.

The English teachers use English most of the time in the class. They use a handbook and an LKS (worksheet) as the main source in teaching and learning

process. There is listening laboratory in this school but it was rarely used so that the listening practice is not maximum.

The class targeted in this research was class IX A. This class had 37 students consisting of 17 male students and 20 female students. Most of the students live far from the school. They were in the age of 14 to 16 years old and they have attended the English lesson at the elementary school.

## **B. Conceptual Framework**

Speaking is one of the four language skills that are taught in the teaching of English. According to Scott and Ytreberg (2004), speaking is perhaps the most demanding skills for teachers to teach. As English is a foreign language in Indonesia, most of students still face difficulties in learning English especially in speaking. The students often make mistakes/errors in speaking. In this case, one of the teacher's roles during speaking activities that is a feedback provider (Harmer, 2007) is needed to prevent students' fossilization. Another problem that usually occurs in speaking is the students' reluctance to speak. Teacher's feedback can overcome this problem. According to Lewis (2002), one of feedback's purposes is as a form of motivation. It is more motivating than marks or grades. It can encourage students to study and use the language in their best ability by considering whatever the teacher knows about the learners' attitudes. Day by day the teacher teaches the students, they will learn more about their students so they can encourage the students by taking the personal condition into account.

This study applied descriptive qualitative approach which focused on the description of feedback provided by the teacher in the speaking activities and then found out the types and categories of feedback given, the purpose of giving such feedback, and the students' perception toward the feedback.

In analyzing the types of teacher's feedback, Lyster and Ranta's classification in Lightbown and Spada (1999) was adopted because their classification was based on the criteria: 1) it is teacher's corrective feedback dealing with students' error in speaking, 2) it is followed by the students' immediate response to the feedback given. According to them, there are six types of teacher's feedback in speaking: 1) explicit correction, 2) recast, 3) clarification request, 4) metalinguistic feedback, 5) elicitation, 6) repetition. While in analyzing the purposes of teacher's feedback, Lewis's review (2002) was used because it listed some of the research based purposes that have been suggested for giving feedback in the language class. Then, in analyzing the categories of teacher's feedback and students' perception toward teacher's feedback some related theories were used

### **C. Analytical Construct**

To show clear framework of this study, the writer draws the chart to make the data analysis easy in the next step of this research.

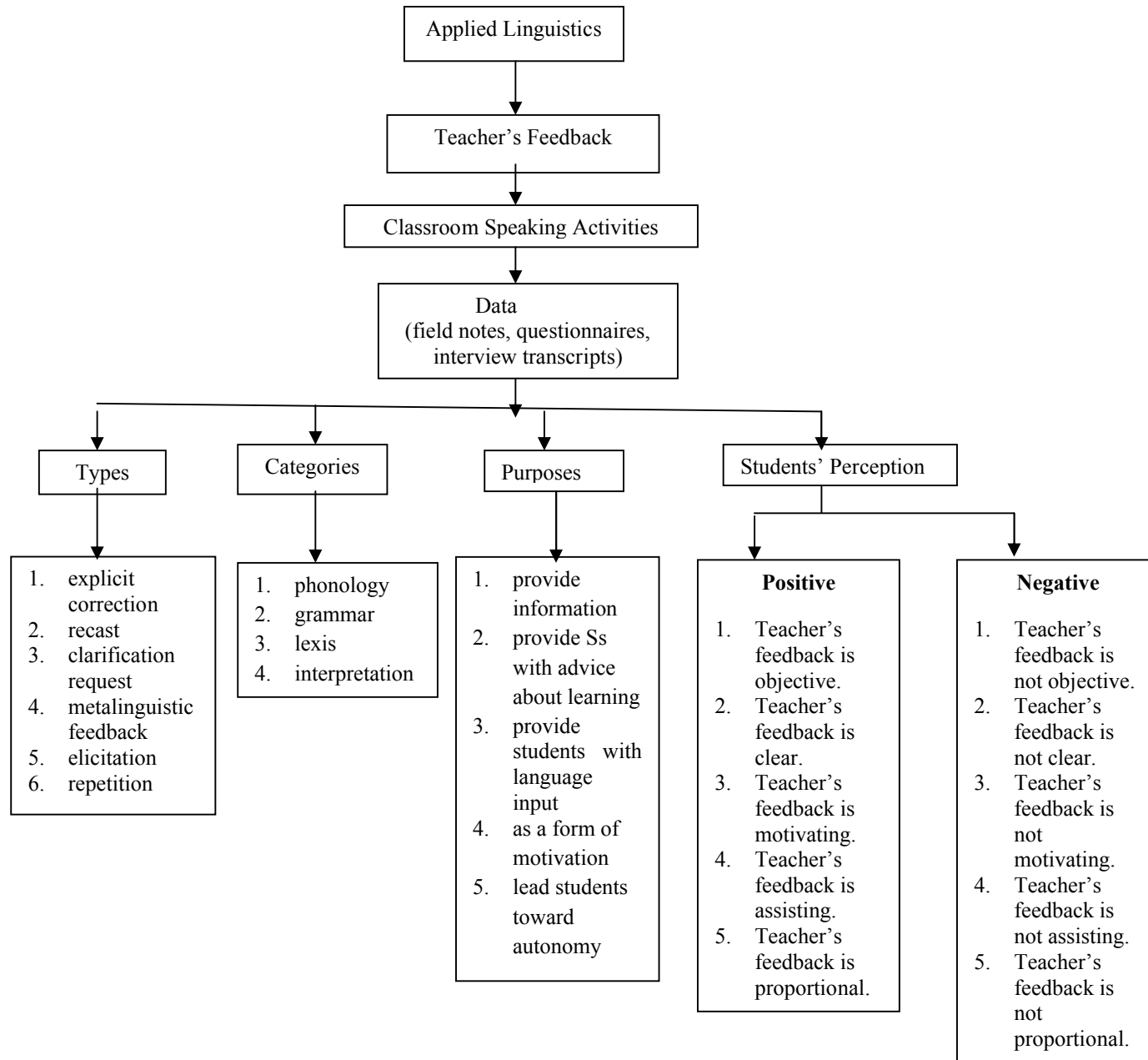


Figure 1: Analytical Construct



### **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the methods of research. It describes the way the data were collected, classified, and finally analyzed. It consists of the research design, research setting, research instrument, data collection procedure, data analysis, and trustworthiness.

#### **A. Research Design**

The research primarily uses descriptive qualitative approach. The approaches used for the research are quantitative and qualitative. Punch (2000) states that qualitative data are most likely to be words, which we get by asking (interviewing), watching (observing), or reading (document), or combination of these three activities.

The data in the table are measured and valued using quantitative and qualitative approach. Qualitative approach is used to describe phenomena in numbers. As an additional alternative, quantitative approach is used to show the data occurrence in order to value, explain and make the interpretations of the data.

This research also belongs to survey research. It is done by means of field notes, questionnaire, and interview. It is verified by Sprinthall, Schemutte, and Sirois (1991: 93) that survey is a research to collect information from the sample (occasionally, even from population) by using questionnaires and interviews. The question may be related to opinions, perceptions, attitudes, and beliefs or any other psychological and sociological quantities. Additionally, survey research is included in

a descriptive research which requires a researcher to interpret, describe, and explain thoroughly the natural situation revealed in the answered question.

## **B. Research Setting**

This research was conducted at SMP Negeri 2 Depok (Junior High School of 2 Depok), Yogyakarta. It is located at Dahlia Street number 2, Condong Catur, Depok, Sleman, Yogyakarta. This school had 12 classes consisting of 4 classes used for grade VII, 4 classes for grade VIII, and 4 classes for grade IX. It had 450 students. The school facilities included a teacher's room, a headmaster, and an administrative room, a mosque, a meeting room, a library, and UKS room, a canteen, and a BK room, volleyball and basketball courts, 2 computer rooms, a kitchen, a parking area and a sport hall. The school had 53 employees. Those were a headmaster, 31 teachers, librarians, administrators, and security officers. There were 3 English teachers who graduated from English Education Department.

The subjects of this research were the ninth grade teacher and students of this school. This choice was based on the consideration that the students on the ninth grade were more mature than the other grades so that they gave more reasonable and responsible answers in questionnaires and interviews. Besides, the headmaster asked the researcher to take the ninth grade students as her respondents because the other grades had been taken as the research subjects of the other researchers. Therefore, the ninth grade students of SMP N 2 Depok were chosen as the research respondents.

The research began at the beginning of the first semester. On the other hand, the end of research could not be determined because it depended on the saturation of data. Once they were saturated, the collection of data ended. The data were saturated when the respondents gave similar data and there were no more new data.

### **C. Research Instruments**

The following instruments were used in conducting the study:

#### **1. Field note**

Field notes are often referred to in a qualitative research; it is a description and accounts of events in the research context which are written in a relatively factual and objective style. Writing notes means more than simply recording data, as the act of writing provides a first analysis from which research areas can be further refined (Burns, 1999: 87).

The field notes described the teaching and learning process which focused on the way teacher gave feedback to the students in speaking activities. To ease the researcher in writing the field notes, the observation guideline was made. It can be seen in Appendix 1. The teaching and learning processes were also recorded to avoid the missing data. Then, the recording was transcribed to complete the field notes written.

#### **2. Questionnaire**

According to Ary et al. (2002: 56), a questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response. A set of questionnaires was addressed to 36 students of class 9D and used

to collect the data of teacher's feedback in the classroom speaking activities. To know their preference, the questionnaire was in the form of Likert scale as written in MacMillan and Schumacher (2001:198)). In answering the questions, the students circled one of the options that they preferred to apply. The data from the questionnaires were then analyzed by calculating students' answers.

### 3. Interview

In-depth interviews with some students were done to know their responses on the teacher's feedback in speaking activities and its contributions toward their speaking skill development. The English teacher was also interviewed to reveal her purpose in giving feedback to the students in speaking activities.

The interview was in the form of semi-structured interview. It means there might be any possible and unpredictable questions which occur outside the interview guidelines to dig out more information from interviewees. Burns (1999: 120) states the advantage of this type of interview is enabling the interviewee's as well as the interviewee's perspective to inform the research agenda; therefore, it gave rise to a more equal balance in the research relationship.

### **D. Data Collection Procedure**

To get the data related to the research topic, observation, note taking, and interview with the English teacher and some students were done. A set of questionnaire was also distributed to find out students' perceptions and their personal

feelings on the teacher's feedback in speaking activities. Firstly, the English teaching and learning process in the classroom especially the process in which the teacher gave feedback to the students in speaking activities was observed. The results were in the form of field notes. Secondly, the field notes were then verified by conducting in-depth interviews with the English teacher and some students. At last, questionnaire was used as the data gained should be valid so that the researcher needed to crosscheck when doing the triangulation of the data.

#### **E. Data Analysis Technique**

As stated by Patton in Moleong (2000: 103), the data analysis technique is the process of data arrangement and data categorization. In addressing the analysis of the gathering data, some stages of analyzing data were used. Firstly, the field notes were written. They were studied carefully. The analysis about the types, categories, and purposes of teacher's feedback given on students' speaking was proven by using numerical evidence. The frequency of the types of teacher's feedback, categories of teacher's feedback, purposes of teacher's feedback, and students' perception toward teacher's feedback was found.

On the following day, the interview with some students and English teacher was conducted and recorded. It was used to get further information of the students' and teacher's perception of feedback in speaking, the interview was conducted and recorded. What was said by interviewees was jotted down and analyzed. Then, the interview results were analyzed by repeatedly reading the interview transcripts.

On the following day, the questionnaires were distributed to the students. There were four sections in the questionnaire related to four research questions as stated in the formulation of the problem. The students' responses to each statement were presented in the table of data frequency and data percentage. The table showed the students' answers on each question of the questionnaire.

Afterwards, all of the data were compared so that deep understanding of teacher's feedback in speaking activities could be obtained. Finally, some conclusion was drawn and the description of teacher's feedback in speaking activities was obtained.

#### **F. Trustworthiness**

In this study, the triangulation technique was used to test the validity of the data. Burns (1999: 169) states that triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. Silverman in Burns (1999: 169) defines triangulation as:

Comparing different kinds of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another... this form of comparison, called triangulation, derives from another navigation, where different bearings give the correct position of an object.

In this case the data taken from one source to another were compared. Those are field note, the interview with respondents, and the result of questionnaire. The data from the observation (field note) were compared with the data gathered from

both questionnaire and in-depth interview (doing kind of crosschecking among the three instruments).

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents and discusses the findings of the research. The research was conducted to answer the four questions mentioned in the formulation of the problem. They are the types of teacher's feedback in the speaking activities, the categories of teacher's feedback in the speaking activities, the purposes of teacher's feedback in the speaking activities, and the students' perception towards teacher's feedback in the speaking activities.

#### **A. Research Findings**

##### **1. The Types of Teacher's Feedback in the Speaking Activities**

To find out the types of teacher's feedback in the speaking activities, the students and teacher interaction in classroom speaking activities were documented by recording the interaction and writing the field notes. There were five meetings in the English teaching and learning process focusing on speaking that were observed and taken as the data of this research. Then, the teacher's feedbacks were analyzed and classified to find out, whether they were included into six types of teacher's corrective feedback in speaking proposed by Lyster and Ranta (1997). The types are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition.

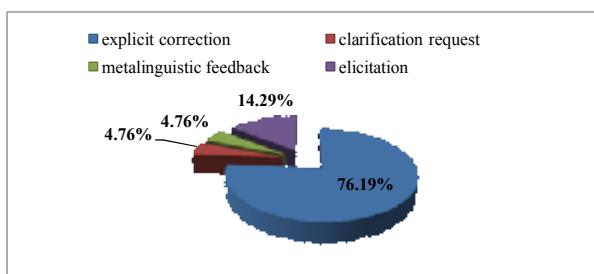
To get the result, the total number of teacher's feedbacks in the speaking activities were calculated. Then, how many feedbacks in the form of recast,



explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition were calculated. The last step was counting the percentage of each type of feedback. The data of the type of teacher's feedback in the speaking activities are presented below.

**Table 2: Types of Feedback**

No.	Types of Feedback	Total	Percentage (%)
1.	explicit correction	16	76.19
2.	elicitation	3	14.29
3.	clarification request	1	4.76
4.	metalinguistic feedback	1	4.76
5.	recast	-	-
6.	repetition	-	-
	<b>Total</b>	<b>21</b>	<b>100</b>



**Figure 2: The Types of Teacher's Feedback in the Speaking Activities**

Table 1 shows the preferences of teacher's feedback in the speaking activities as well as the total distribution of each type of feedback. The single largest category is explicit correction, which accounts for over half (76.19%) of the total number of teacher turns containing feedback. The other feedback types are distributed in decreasing frequency as follows: elicitation (14.29%), both clarification request and metalinguistic feedback have the same proportion

(4.76%). It means that the teacher's feedback in the speaking activities is mostly in the form of explicit correction. The teacher clearly indicates that the student's utterance is incorrect and provides the correct form to them directly.

The example of each type of teacher's feedback can be seen in the following field note excerpts:

a) Explicit Correction

*Ketika mempraktekkan dialog tersebut ada beberapa kesalahan pronunciation yang dilakukan oleh siswa yaitu pengucapan kata recipe ['resipi] menjadi [rɪ'sip], saw [sɔ:] menjadi [sau] dan refrigerator [rɪ'frɪdʒəreɪtə] menjadi [re'frɪgəɪtər]. Guru kemudian memberi feedback setelah mereka selesai mempraktekkan dialog tersebut dengan mengoreksi mispronunciation mereka secara langsung. (When practicing the dialogue, there were some mispronunciations made by the students when pronouncing the words recipe ['resipi] becomes [rɪ'sip], saw [sɔ:] becomes [sau] and refrigerator [rɪ'frɪdʒəreɪtə] becomes [re'frɪgəɪtər]. The teacher then gave them feedback after they have practiced the dialogue by correcting their mispronunciation directly.) (Field Note 1, August 8, 2011)*

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In the excerpt above it can be seen how the teacher gave explicit correction to the students. She gave corrective feedback directly related to mispronunciations made by the students. She gave feedback after the students had practiced their dialogue.

b) Elicitation

*“And then how do you say this word, Febri?” (guru menuliskan kata ‘sure’ di papan tulis). Febri menjawab “[sur]”. Guru meminta siswa lain membenarkannya, “Ada yang bisa membetulkan tidak?” Beberapa siswa menjawab “[ʃʊə]”. Guru menanggapi “Yes, [ʃʊə] not [sur]. Jadi apa Febri?”. Febri menjawab dengan pronunciation yang benar dan guru memberi pujian “naahh, good” (“And then how do you say this word, Febri?” (the teacher writes the word ‘sure’ on the whiteboard). Febri answers “[sur]”. The teacher asks the other students to correct it “Can someone correct it?” Some students answer “[ʃʊə]”. The teacher responds*

“Yes, [ʃʊə] not [sur]. So what Febri?”. Febri gives answer with the correct pronunciation and the teacher gives compliment to her “Naahh,good”.)  
(Field Note 2, August 9, 2011)

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The excerpt above describes that the teacher gave feedback in the form of elicitation. She elicited the correct pronunciation from the student by asking the student to pronounce the word that was mispronounced. Unfortunately, the teacher did not get the correct form from the student, and mispronunciation remained. Thus, the teacher asked the other students to correct the mispronunciation.

#### c) Clarification Request

And then why did Harry say ‘Please cheat me?’ *padahal kan yang belajar Haryo?* ” *Hari menjawab “Maksudnya contekin gitu Bu”. Guru berkata “Oh maksudnya kamu pengen nyonto gitu to? Em..bilang aja ‘Let me cheat you.’* (And then why did Harry say ‘Please cheat me?’ whereas the one that studies is Haryo?” *Hari answers “I mean give me a cheat, Ma’am”. The teacher answers “Oh you mean you want to have a cheat like that? Em..just say ‘Let me cheat you.’*)  
(Field Note 2, August 9, 2011)

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From the excerpt it can be seen that the teacher asked the student to clarify his utterance. It seems that there was a misunderstanding between the teacher and the students because of the word choice. After the student explained what he intended to say, the teacher reformulated his utterance to be better understood.

#### d) Metalinguistic Feedback

Class, is it true to say ‘Do you study last night?’. *Beberapa siswa menjawab “No.” Ada seorang siswa menjawab “Did you study last night?”. Guru menanggapi “Yah, did you study last night? Kenapa pake ‘did’ bukan ‘do’? Beberapa siswa menjawab “Past tense”. Guru menanggapi dan menjelaskan, “Ya, karena itu past tense kan tanyanya apakah tadi malam belajar? Jadi pake past tense. Bukan do tapi did.”* (Class, is it true to say ‘Do you study last night?’. Some students answer “No.” There is a student answering “Did you study last night?”. The teacher responds “Yah, did you study last night? Why should ‘did’ not do?

Some students answer “Past tense.” The teacher responds and explains “Yes because it is past tense, the question is asking whether you studied last night. So it should use past tense. Not ‘do’ but ‘did’.)

(Field Note 2, August 9, 2011)

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In the excerpt above, it is illustrated how the teacher gave metalinguistic feedback to the student’s error. She gave questions related to the well-formedness of the student’s utterance, in this case the present tense that should be past tense. She gave hints to the student that there was error an in the utterance but she did not directly show it. She let the students pass through the metalinguistic process and found the error by themselves. Then, she gave explanation to them.

From five English teaching and learning processes in which there were classroom speaking activities, it was not found that the teacher gave feedback in the form of recast and repetition.

The occurrence and frequency of each type of teacher’s feedback in the speaking activities were also obtained from questionnaires. The result of questionnaires distributed to the students can be seen below.

**Table3: Section A of Questionnaire  
Types of Feedback**

No.	Types of Feedback	Number of responses			
		SA	A	D	SD
1.	My teacher directly indicates that there is an error on my utterance and provides the correct one.	12 (35%)	20 (56%)	4 (9%)	-
2.	My teacher repeats my wrong utterance but in the correct form.	12 (33%)	8 (22%)	16 (45%)	-
3.	My teacher asks me to repeat my wrong utterance in the correct form.	10 (28%)	21 (58%)	5 (14%)	-

(Continued)

(Continued)

No.	Statements	Number of responses			
		SA	A	D	SD
4.	My teacher asks me to repeat my utterance or explain it more clearly to her.	13 (36%)	17 (47%)	6 (17%)	-
5.	My teacher gives me a hint to show me that there is an error somewhere in my utterance until I can correct the error by myself.	6 (17%)	20 (55%)	10 (28%)	-
6.	My teacher elicits the correct form by giving questions.	16 (45%)	14 (39%)	6 (16%)	-
7.	My teacher elicits the correct form by asking me to complete her utterance.	18 (50%)	14 (40%)	4 (10%)	-
8.	My teacher repeats my utterance in the correct form but only in the error area, not the whole.	8 (22%)	7 (19%)	21 (59%)	

**Codes:**

SA : strongly agree

D : disagree

A : agree

SD : strongly disagree

Table 4: The Blue Print of Section A of Questionnaire

No.	Orientation	Item no.
1.	explicit correction	1
2.	recast	2
3.	clarification request	3,4
4.	metalinguistic feedback	5
5.	elicitation	6,7
6.	repetition	8

From the data of questionnaire result, the occurrence of each type of feedback can be seen from the percentage of students giving scale 'strongly agree' and 'agree' on each statement. Each statement implies a type of teacher's

corrective feedback in speaking. Statements no. 3 and 4 represent clarification request and statements no. 6 and 7 represent elicitation. The percentage of the type of feedback with those double statements is obtained by accumulating the percentage of 'strongly agree' and 'agree' in each statement and then it is divided by two for example, in statement no. 3 there is 28% and 58% students stating 'strongly agree' and 'agree' respectively. The total percentage of those two scales is 86 % (28% + 58 %). In no. 4 the percentages of 'strongly agree' and 'agree' are 36% and 47% respectively. The total is 83 % (36% + 47 %). Then, the total percentage of no. 3 and no. 4 is accumulated and then divided by 2 (86% + 83%) :  $2 = 84.5 \%$ . So, the percentage of clarification request as presented by statements no. 3 and 4 is 84.5 %.

From the questionnaire result based on the total number of students choosing 'strongly agree' and 'agree' in each statement, the frequency of each type of teacher's feedback in decreasing frequency is as follows: explicit correction (91%), elicitation (87%), clarification request (84.5%), metalinguistic feedback (72%), recast (55%), and repetition (41%). The sequence of frequency obtained from questionnaires is quite similar to the result of observation in the classroom speaking activities as recorded in the field notes. Based on the field notes the difference is there is no occurrence of recast and repetition.

The findings from field notes and questionnaires show that the most common type of teacher's feedback in correcting students' error in speaking is explicit correction and followed by elicitation. This finding matches the interview result with teacher. She said that she often corrected students' errors in speaking

in three ways that were eliciting students to say the correct utterance by giving questions related to their error or by asking students to complete her utterance, and the last was correcting their errors directly. She also explained that she elicited the students in order to encourage them to think. They made an effort so that she did not have to spoon-feed them all the time. It would make them not depend on her too much. She emphasized that the point in giving elicitation was to make students think more and to know their competency in mastering the material - whether they could be elicited by her questions and finally they knew that they made an error and they could correct it. She added that it was done in order to make students' activeness arise as demanded in the teaching and learning process recently. While in giving explicit correction, the teacher said that it was used for saving time because the other types of feedback such as eliciting, giving hint, or repeating students' error would take a long time especially, in facing not-too-smart and not-easy-to-understand students. (Interview transcript 1, August 13, 2011)

The fact that most of teacher's feedback is in the form of explicit correction is equal to most of the students' preference. Of thirty six students involved in this study, eight students were randomly selected to be involved in the in-depth interview. From the interview with them concerning their preferences of the type of teacher's corrective feedback in speaking, the result is three students preferred to receiving metalinguistic feedback to other types of feedback, four students preferred to receiving explicit correction, and a student preferred to receiving elicitation. It can be inferred that most of the students preferred to

receiving explicit correction. They liked when the teacher directly showed their error and then provided them with the correct utterance because she told their error directly so it eased them as they did not need to make any effort in finding their own error and thinking about the correct form. It can be seen in the excerpts of interview transcript below.

- R : *Kamu lebih suka yang mana tuh?* (Then, which one do you like?)  
 S4 : *Yang no. 1 mbak.* (No.1 (explicit correction))  
 R : *Kenapa?* (Why?)  
 S4 : *Biar kesalahan kita langsung ketahuan gitu mbak.* (So our error can be identified directly)  
 (Interview Transcript 6, August 8, 2011)

- 
- R : *Kamu lebih suka jenis feedback yang mana tu?* (Then, which one do you like?)  
 S3 : *Yang pertama mbak.* (The first one (explicit correction))  
 R : *Kenapa tuh kok milih yang itu?* (Why do you like it?)  
 S3 : *Biar gak usah mikir gitu, hehe.* (In order that I do not need to think, hehe.)  
 (Interview Transcript 7, August 8, 2011)

- 
- R : *Terus menurutmu yang kamu lebih suka yang mana tuh?* (Then, which one do you like?)  
 S6 : *Yang no. 1 mbak.* (No.1 (explicit correction))  
 R : *Kenapa?* (Why)  
 S6 : *Biar kita langsung tahu salahnya mbak.* (In order that we know our error directly.)  
 (Interview Transcript 10, August 9, 2011)

- 
- R : *Menurutmu yang kamu lebih suka dan efektif yang mana tuh?* (Then, which one do you like and do you think effective?)  
 S7 : *Yang no. 1 mbak.* (No.1 (explicit correction))  
 R : *Yang langsung nunjukin bagian yang salah dan memberitahu bentuk yang benar tu ya? Kenapa tuh kok milih yang itu?* (The one that shows error directly and gives the correct form, right? Why do you like it?)  
 S7 : *Iya mbak. Ya biar langsung tau kesalahan kita mbak, gak susah gitu.* (Yes. In order that we know our error directly, we do not get difficulty in finding the error by ourselves.)  
 (Interview Transcript 11, August 9, 2011)
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## 2. The Categories of Teacher's Feedback in the Speaking Activities

To find out the categories of teacher's feedback in the speaking activities, the same way in finding the types of teacher's feedback was applied. The field notes containing teacher's feedback were analyzed and classified to find out whether they focused on correcting four categories of errors in speaking as stated by Richards and Schmidt (2002) and Lyster (1998). The categories are phonological error, grammatical error, lexical error, and interpretive error. The finding of each category can be seen in the table below.

Table 5: The Categories of Teacher's Feedback in the Speaking Activities

No.	Types of Feedback	Total	Percentage (%)
1.	feedback on phonology	15	71.43
2.	feedback on grammar	4	19.05
3.	feedback on lexis	1	4.76
4.	feedback on interpretation	1	4.76
	<b>Total</b>	<b>21</b>	<b>100</b>

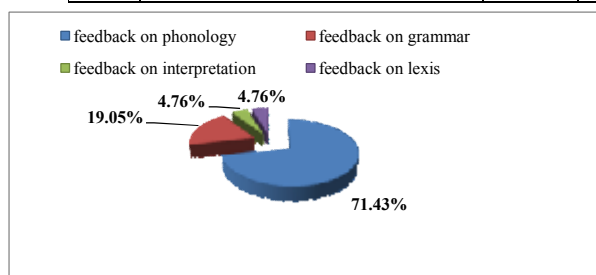


Figure 3. The Categories of Teacher's Feedback in the Speaking Activities

From the table and chart above it can be inferred that teacher's feedback to the students in speaking activities is mostly related to phonological errors which are all mispronunciations. There are 15 corrections on mispronunciation from total 21 corrective feedbacks. It means that there is 71.43% mispronunciation

correction. The other errors committed by students followed by teacher's corrective feedback in decreasing frequency are grammatical error, interpretive error and lexical error.

The example of each category of feedback can be seen in the excerpts of field note below.

a) Feedback on Phonology

*Guru kemudian memberi feedback dengan mengoreksi mispronunciation siswa ketika mengucapkan kata 'recipe'. (The teacher gives feedback by correcting student's mispronunciation of the word 'recipe').*  
(Field Note 1, August 8, 2011)

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The excerpt shows how the teacher gave corrective feedback on phonological error that was student's mispronunciation of the word 'recipe'.

b) Feedback on Grammar

*"Vivin, which one is correct? You are not believe me atau you do not believe me?" (Vivin, which one is correct? 'You are not believe me' or 'you do not believe me?')*  
(Field Note 2, August 9, 2011)

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The excerpt illustrates how the teacher gave feedback in the form of elicitation. She gave corrective feedback on student's grammatical error.

c) Feedback on Lexis

*Guru memberi feedback pada penampilan kedua siswa tersebut, "Good...but...the sky is cloudy not cloud. Cloud itu awan, kalau mendung baru cloudy. (The teacher gives feedback on the performance of those two students. "Good...but...the sky is cloudy not cloud. Cloud is awan, while mendung is cloudy.)*  
(Field Note 2, August 9, 2011)

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The excerpt illustrates how the teacher gave corrective feedback related to the student's lexical error that was incorrect word choice.

d) Feedback on Interpretation

*And then why did Harry say 'Please cheat me?' padahal kan yang belajar Haryo? (And then why did Harry say 'Please cheat me?' while the one who studies is Haryo)*  
(Field Note 2, August 9, 2011)

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The excerpt shows how the teacher gave feedback in the form of clarification request. She asked the students to clarify and make their utterance clear by explaining what they intended to say. It was because the teacher thought that the students' utterance did not make sense so she needed their explanation.

The finding of the category of teacher's feedback from field note is in line with teacher's answer in the interview as can be seen below.

- R : *".....Kira – kira yang sering salah – salah gitu pas speaking siswa dalam hal apa ya Bu? "* (In your estimation what kind of errors are often made by students?)
- T : *"Ya...masih banyak siswa yang salah pronunciation dan dalam membuat kalimat biasanya grammar mereka salah – salah gitu mbak, mungkin grogi atau gimana gitu ya mbak jadi kadang siswa ada yang saat pelajaran tentang grammar gitu bagus tapi pas saat ngomong grammarnya salah."* (Um...there are still many students mispronouncing the words and making ungrammatical sentences. It may be caused by students' nervousness or something. There are students who are good in grammar lesson but their grammar is bad in speaking.)  
(Interview Transcript 1, August 13, 2011)
- 

The finding is also supported by the result of questionnaire distributed to the students. The result shows that most of the students stated that the teacher mostly gave corrective feedback in speaking related to phonological errors. It can be seen from the result of section B of the questionnaire.

Table 6: Section B of Questionnaire  
Categories of Feedback

No.	Feedback Category	Number of responses				
		A	O	So	Se	N
1.	My teacher gives speaking feedback on grammar.	10 (29%)	18 (50%)	8 (21%)	-	-
2.	My teacher gives speaking feedback on word choice.	8 (21%)	11 (32%)	17 (47%)	-	-
3.	My teacher gives speaking feedback on pronunciation.	17 (47%)	18 (50%)	1 (3%)	-	-
4.	My teacher gives speaking feedback on idea/content.	2 (6%)	16 (44%)	17 (47%)	1 (3%)	-

**Codes:**

A : always      So : sometimes      N : never  
O : often      Se : seldom

Table 7: The Blue Print of Section B of Questionnaire

No.	Orientation	Item no.
1.	feedback on grammar	1
2.	feedback on lexis	2
3.	feedback on phonology	3
4.	feedback on interpretation	4

From the questionnaire result, the occurrences of each feedback category in decreasing frequency are as follows: feedback on phonology, feedback on grammar, feedback on lexis, and feedback on interpretation. The result is quite similar to the one in the field notes. In the field notes result, the number of lexical and interpretive errors is exactly similar while in the questionnaire result lexical errors have a higher percentage than interpretive errors. The interviews conducted to eight students revealed that the kind of error in speaking often given feedback

by the teacher was pronunciation. Half of the interview result with students can be seen in the excerpts of interview transcripts in the following page.

R : *Terus yang sering dikoreksi dalam speaking tu biasanya tentang apa sih? Tata bahasa, pemilihan kata, pengucapan, atau ide/isi omongan gitu, atau ada lainnya gitu?* (Then what error is often corrected by the teacher in speaking? Grammar, word choice, pronunciation, idea/content, or something else?)

S1 : *Pengucapan deh seringnya.* (Pronunciation is often.)  
(Interview Transcript 4, August 8, 2011)

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R : *Bu Karti sering mbenerin kesalahan kalian kan kalau pas speaking gitu?* (Bu Karti often corrects your error in speaking, right?)

S2 : *Iya mbak.* (Yes.)

R : *Yang sering dikoreksi dalam speaking tu biasanya tentang apa? Tata bahasa, pemilihan kata, pengucapan, ide/isi omongan atau ada yang lain?* (What error is often corrected in speaking? Grammar, word choice, pronunciation, idea/content, or is there something else?)

S2 : *Em..Pengucapan deh mbak.* (Er...pronunciation.)  
(Interview Transcript 5, August 8, 2011)

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R : *Baiklah kalau begitu. Terus kalau pas speaking ada salah – salah gitu seringnya kesalahan apa sih yang sering dikoreksi Bu Karti?* (Alright, then. If there are errors in speaking, what kind of errors is often corrected by Bu Karti?)

S3 : *Em..apa ya?* (Er...what is it?)

R : *Misalnya kesalahan tentang tata bahasa, pemilihan kata, pengucapan, atau ide, isi omongan atau apa gitu?* (For example error on grammar, word choice, pronunciation, or idea, the content or something?)

S3 : *Pemilihan kata deh mbak seringnya sama pengucapan juga.* (Word choice and also pronunciation.)

(Interview Transcript 6, August 8, 2011)

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R : *Yang sering dikoreksi pas speaking apa sih? Tata bahasa, pemilihan kata, pengucapan, atau ide dan isi omongan atau lainnya?* (What error is often corrected in speaking? Grammar, word choice, pronunciation, or idea and content of speaking or the other?)

S4 : *Pemilihan kata sama pengucapan mbak. Tata bahasa tu maksudnya gimana mbak?* (Word choice and pronunciation. What is meant by grammar?)

R :*Ya misalnya kalau jamak tapi gak ditambahi -s di belakangnya dikasi tau gitu.* (For example in plural noun it is not ended by –s, the teacher tells the correct one to the students.)

S4 :*Oh iya mbak berarti tata bahasa juga.* (O, ya, the grammar is also corrected.)

(Interview Transcript 7, August 8, 2011)

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So, the result of field notes, questionnaire, and interview with teacher and students reveal that the teacher often gave feedback on phonology that was mispronunciation.

### **3. The Purposes of Teacher's Feedback in the Speaking Activities**

To find out the purposes of teacher in giving speaking feedback to the students, the interview with teacher and some students was conducted. It is also inferred from the students' opinions toward some statements implying the purpose of teacher's feedback in the questionnaire. The field notes reflected the purposes of teacher's feedback were also analyzed to support the findings. The findings were then related to five purposes of feedback stated by Lewis (2002). They are providing information for both teacher and students, providing students with advice about learning, providing students with language input, motivating the students, and leading students toward autonomy.

#### **a) Providing Information for Teacher and Students**

From the interview conducted with the teacher asking her purpose in giving feedback to the students, it was found that one of her purposes was knowing the progress of students, it can be seen in the following excerpt of interview transcript.

- R: *Dari pemberian feedback itu Ibu mendapatkan informasi tentang kemampuan siswa dalam speaking Bu? (By giving feedback do you get information about students' speaking ability?)*
- T: *Ya dari feedback yang saya berikan saya kan melihat tentang speaking siswa mbak jadi saya bisa tahu kesalahan mereka pada bagian apa, oh berarti si A kurang dalam ini, si B sudah bagus dalam pronunciation, si C grammarnya suka salah – salah gitu. Kemudian komentar maupun koreksi saya, saya sampaikan lewat feedback kepada para siswa. (From my feedback, I look at students' speaking so I know their errors in what part, A is lack of this, B is already good in pronunciation, and C is not good in grammar so that she often makes grammatical errors. Then either my comments or my correction is delivered through feedback to the students.)*
- R: *Jadi intinya feedback itu bisa memberikan informasi baik buat ibu maupun buat siswa ya Bu? (So the point is feedback can provide information for you and your students?)*
- T: *Ya mbak. (Yes.)*
- R: *Terus menurut ibu apakah dari feedback tersebut ibu jadi tahu kalau ibu sudah mengajar dengan efektif atau belum? (In your opinion does your feedback make you know that you already teach effectively or not?)*
- T: *Iya mbak kan kalau tau kelebihan dan kekurangan siswa dalam speaking saya jadi tahu berarti di bagian ini mereka sudah dong, yang sana belum. Otomatis saya jadi tahu oh berarti saya ngajarnya yang bagian ini mudah dimengerti, yang bagian itu belum bisa saya sampaikan dengan baik mungkin, gitu mbak. (Yes, by knowing the students' strength and weakness in speaking I will know that the students already understand this part but not that part. Automatically, I know that I teach this part well so it is easy to understand but in that part I may not deliver the materials well.)*  
(Interview Transcript 2, August 15, 2011)
- 

It can be inferred from the excerpt of interview above that the teacher got information about the students' strengths and weaknesses in speaking and then she delivered the information to the students through feedback. The students knew how their speaking was, in what area they were already good and not. The teacher then provided correction, explanation, or compliment as the form of feedback.

Not only the students but the teacher also got information related to her success in teaching by looking at the feedback. She reflected her teaching whether

it was successful or not by seeing the students' strength and weakness in speaking. If the students were already good in a certain part it means that the teacher had taught that part well, and vice versa.

The purposes of teacher's feedback in speaking activities were also revealed from the questionnaire distributed to the students. It is in questionnaire section C number 1 to 3. The result of questionnaire was then related to the result of interview with the students. The response of the students toward some statements in questionnaire implied that teacher's feedback could provide information for them as can be seen below.

**Table 8: Section C of Questionnaire  
Purpose of Feedback (1)**

No.	Purpose of Feedback	Number of responses			
		SA	A	D	SD
1.	I prefer getting feedback on speaking (to know my strength and weakness) to just getting marks.	19 (53%)	13 (35%)	4 (12%)	-
2.	My teacher gives comments by comparing my previous and present speaking ability.	1 (3%)	17 (47%)	18 (50%)	-
3.	My teacher gives comments on speaking by explaining the English rules.	3 (9%)	21 (59%)	12 (32%)	-

It can be seen from Table 8 no.1 that 53 % (F=19) students strongly agree that they prefer getting feedback on speaking (to know their strength and weakness) to just getting marks, 35 % (F=13) agree, and 12 % (F=4) disagree. It means that most of students assumed that getting their teacher's feedback was more important rather than getting marks. The result is supported by the result of interview. All of eight students taken as participants in the in-depth interview



were aware that the teacher's feedback was necessary to give them information on their strength in speaking so that they could maximize it. They also said that the information related to their weakness in speaking could make them minimize their weakness and not repeat the same error again. It means the information they got from their teacher's feedback could improve their speaking ability because it provided the information to them in which part they were already good and not.

Table 4.5 no. 2 shows that 3% (F=1) students strongly agree that their teacher gives comments by comparing their previous and present speaking ability, 47 % (F= 17) agree, and 50% (F= 18) disagree. It means that most of the students assumed that their teacher gave comments related to their progress in speaking by comparing their previous and present speaking ability. Here, the teacher acted as a monitor. She paid attention to the students' progress in each speaking performance. Interview with 8 students was conducted by asking the same question whether their teacher gave comments by comparing their previous and present speaking ability or not. The result is 4 of them said yes, 2 of them said no, 1 of them said sometimes, and 1 of them said seldom. It can be said that most of the students justified that their teacher gave comments by comparing their previous and present speaking ability just like the result of questionnaire. The result of questionnaire and interview with the student is in line with the result of interview with teacher as what can be seen in the following excerpt:

R :*Apa ibu juga memberi komentar tentang proses belajar siswa dalam speaking? Misalnya dengan membandingkan speaking siswa hari ini dengan pertemuan yang lalu?* (Do you give comments on students' learning process in speaking? For example by comparing student's speaking at present and at the last meeting?)

T : *Iya biar ada bandingannya gitu mbak jadi mereka tau kemampuan mereka dari hari ke hari tu makin meningkat atau menurun. (Yes, so there is a comparison that will make them know their ability day by day, improving or declining.)*  
(Interview Transcript 2, August 15, 2011)

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Table 4.5 no. 3 shows that 9% (F=3) students strongly agree that their teacher gives comments on speaking by explaining the English rules, 59% (F=21) agree, and 32% (F=12) disagree. It means that most of the students assumed that their teacher gave comments on speaking by explaining the English rules. She made the students know the things that the students might do and might not do in English. The result of questionnaire was rechecked by asking the question similar to the statement in the interview asking whether their teacher gave comments by explaining the English rules. The result is 6 students answered yes and only 2 students answered no. It means that most of students agree with the statement just like the questionnaire result. The finding from the questionnaire and interview with students is equal to the result of interview with teacher as what can be seen in the following excerpt:

- R : *Ketika Ibu memberikan feedback di speaking apa Ibu juga menjelaskan tentang rules dalam Bahasa Inggris dan memberi contoh Bu? (When you are giving feedback in speaking, do you also explain the rules in English and give examples?)*
- T : *Iya mbak, biar siswa jadi lebih jelas gitu dan kalau mereka melakukan kesalahan gitu terus digathukke sama rules dalam bahasa Inggris biasanya siswa bisa jadi lebih titen kalau kayak gini tu gak boleh, yang bener tu kayak gini. Gitu mbak. (Yes, so that the students will get clearer explanation. When they already made an error and the error is related to the English rules, they will get better memory, they will remember if this one is incorrect, the correct one is this. That is it.)*  
(Interview Transcript 2, August 15, 2011)
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Besides the interview and questionnaire result, the excerpt of field note below also implies that the purpose of teacher in giving feedback to the students is providing information.

*Guru memberi feedback pada penampilan kedua siswa tersebut, “Good...but...the sky is cloudy not cloud. Cloud itu awan, kalau mendung baru cloudy. (The teacher gives feedback on the performance of two students, “Good...but...the sky is cloudy not cloud. Cloud is awan while mendung is cloudy.” (Field Note 2, 9 August, 2011)*  
(Field Note 2, August 9, 2011)

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It can be seen that the teacher gives information to the students related to the use of right word choice. The students made lexical errors in which they used the word ‘cloud’ rather than ‘cloudy’ to describe the situation of sky that was dark indicating that it was going to rain. The teacher used Bahasa Indonesia in correcting the error. Perhaps it was done to save the time and ease the students’ understanding. Such correction shows that the teacher provided information to the students as she gave knowledge that the students did not know before.

Another field note excerpt that proves the teacher provides information to the students can be seen below.

*“Class, is it true to say Do you study last night?“. Ada seorang siswa menjawab “Did you study last night?”. Guru menanggapi “Yah, did you study last night? Kenapa pake did bukan do? Karena itu past tense kan tanyanya apakah tadi malam belajar? Jadi pake past tense. Bukan do tapi did. (“Class, is it true to say Do you study last night?“. There is a student answering “Did you study last night?”. The teacher responses “Yah, did you study last night? Why ‘did’ not ‘do’? Because it should use past tense as it is intended to ask whether or not the thing happened (study) last night. So, it uses past tense. Not ‘do’ but ‘did’.)*  
(Field Note 2, August 9, 2011)

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From the excerpt above it can be seen how the teacher corrected the student’s error by providing the information related to the English rule that is tense. She

corrected the student's grammatical error in which the student used present tense when it should use past tense.

Unfortunately, from the field notes the evidence in which the teacher provides information to the students related to their progress in speaking and their strength and weakness in speaking cannot be found.

#### b) Providing Students with Advice about Learning

Another purpose of feedback given by the teacher is providing students with advice about learning. It can be seen in the following excerpt of interview.

R : *Apa ketika ibu memberi feedback buat mereka dalam speaking ibu juga memberikan saran agar speaking mereka jadi lebih baik gitu bu?* (When you are giving feedback to the students in speaking do you also give them advice to make their speaking better?)

T : *Iya mbak.* (Yes.)

R : *Bisa tolong diberi contoh sarannya seperti apa bu?* (Can you give the example of your advice, please?)

T : *Ya misalnya kalau ngomong yang lebih keras biar suaranya lebih jelas biar bisa didengar oleh teman – temannya yang lain.* (For example speak louder so that your voice is clearer in order that your friends can hear it.)

R : *Kalau saran tentang language use gitu pernah gak bu?* (What about the advice about students' language use, do you ever give them such kind of feedback?)

T : *Ya paling saya benerin dan kasih tau ucapannya yang benar kalau siswa nglakuin mispronunciation mbak, kalau nggak ya saya suruh liat gimana cara ngucapin kata tersebut yang bener di kamus. Ya gitu aja sih mbak sama saya juga nyaranin yang penting harus PD n gak takut salah kalau ngomong bahasa Inggris, lebih baik salah tapi jadi tau kesalahannya jadi nanti gak ngulangi kesalahannya lagi daripada takut salah terus gak pernah nyoba ngomong gitu mbak.* (I correct and let the students know the correct pronunciation when they make mispronunciation, or I ask them to see the correct pronunciation in the dictionary. And I also give them advice to be confident and not to be afraid in making error when speak English, it is much better to make error so that they know their error and will not make the same error again rather than afraid to make error and do not try to speak.)

(Interview Transcript 2, August 15, 2011)

From the excerpt above it can be inferred that the teacher's feedback in speaking contains some advice. One of them was related to the students' low voice in speaking that could not be heard clearly by the other students. In this case, she gave advice to the students to raise their voice so that their speaking could be more comprehensible to other students. Another advice was related to the students' mispronunciation. When the students made such kind of error, she provided them the correct pronunciation or asked them to see in the dictionary. And the last advice that the teacher provided was related to the students' confidence. She encouraged the students to be confident and not to be afraid in making error. She emphasized that error was not to be feared and avoided but to be corrected and learned. It was better to speak and make error so that they knew their errors and would not make the same errors again rather than afraid to speak and never try to speak.

The statement in the section C of questionnaire that implies the teacher gives advice to the students is statement no. 4.

**Table 9: Section C of Questionnaire  
Purpose of Feedback (2)**

No.	Purpose of Feedback	Number of responses			
		SA	A	D	SD
4.	My teacher gives advice on my language use.	15 (41%)	11 (31%)	10 (28%)	-

Table 9 shows that 41% (F=15) students strongly agree with the statement that their teacher gives advice on their language use, 31 % (F=11) agree, and 28% (F=10) disagree. It means that most of the students assumed that their teacher

gave advice on their language use. The result of the questionnaire was supported by the result of interview. From 8 students taken as in-depth interview participants, all of them justified that the teacher gave advice on their language use.

The following field note excerpt also describes how the teacher gives advice on the students' language use.

*Kemudian ketika siswa mengucapkan 'could' dan 'would' mereka mengucapkan huruf 'l'nya. Guru memberikan feedback kepada seluruh siswa "Ok, ayo siapa yang nggak bawa kamus hari ini? Jujur ya, bayar ke bendahara, ke Solihah. Coba dari tadi ibu kok dengar kalian ngomong could [kuld] dan would [wuld/]. Coba dicek yang benar gimana. Open your dictionary please. Di kamus itu di sebelah katanya kan ada cara ngucapin katanya gimana atau yang biasa disebut phonetic. Ayo cepet – cepetan ngecek. One...two...three...four....five...six...seven..." guru berhitung sampai 15 sampai siswa menjawab "[kud]....[wud]...." Guru menanggapi, ya [kud] dan [wud] l-nya nggak usah dibaca ya. Lain kali kalau kurang yakin atau ingin agar pronounciationnya benar dicek di kamus ya, kan di situ ada cara ngucapin kata yang benar gimana. (Then when the students pronounce 'could' and 'would' they sound the 'l'. The teacher gives feedback to the whole class,"Ok, who does not bring the dictionary today? Be honest and pay to the treasurer, Solihah. I heard that you said could [kuld] and would [wuld]. Come on check the right pronunciation. Open your dictionary please. In the dictionary beside the word there is the way to pronounce the word called as phonetic. Come on, be the first to check it. "One...two...three...four...five...six...seven..." The teacher counts up to 15 until there is a student answering "[kud].... [wud]...." The teacher responses to it, "yes [kud] and [wud] do not sound the 'l'. Next time if you are not sure or want to pronounce the word correctly check your dictionary, you can find the way to pronounce correctly right there.")*  
(Field Note 4, August 15, 2011)

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From the excerpt it can be seen that the teacher gave advice to the students to be aware of their language use, in this case pronunciation. The teacher emphasized the importance of dictionary to help them pronounce the word correctly. She made

the students accustom themselves to bring the dictionaries by making a rule that all the students should bring dictionaries in her class, if not they should pay some money to the class treasurer.

Another field note excerpt that shows the teacher gave advice on students' speaking performance can be seen below.

*Selanjutnya guru menunjuk siswa yang tidak jadi maju tadi. "Ok, please Harri and e...Haryo ..please. Ayo tadi kan belum jadi maju. Ok please practice your dialogue in front of the class." Siswa yang ditunjuk maju dan mulai mempraktekkan dialognya. Karena suara mereka kurang keras guru menegurnya. "Louder please, masa suaranya kalah sama Vivin dan Febri? Ayo lebih keras biar temennya yang di belakang bisa denger". Siswa yang maju menuruti perintah gurunya dan memulai lagi dialognya. (Then the teacher asks the students to perform in front of the class. "Ok, please Harri and e...Haryo ..please." Come on you do not perform yet. "Ok please practice your dialogue in front of the class." The students begin to practice their dialogue. Their voice is not clear enough so that the teacher tells them. "Louder please, your voice should not be lower than Vivin dan Febri? Come on louder so that your friends that sit on the back row can listen to you." The students follow their teacher instruction and begin to practice their dialogue.) (Field Note 2, August 10, 2011)*

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It can be seen how the teacher gave advice to the students related to their low voice. The teacher asked the students to make their voice louder so that the other students including those who sit at the back row can hear clearly.

#### c) Providing Students with Language Input

The third purpose of teacher in giving feedback is providing the students with language input. It can be inferred from the following interview excerpt:

R : *Pertanyaan selanjutnya yaitu dalam memberikan speaking feedback apa Ibu mepertimbangkan penggunaan bahasa yang Ibu gunakan? Menggunakan comprehensible input gitu Bu. (The next question is when you are giving speaking feedback do you consider your language use?)*

- T : *Iya mbak soalnya kan siswa belajar dari ucapan maupun bahasa yang saya gunakan jadi saya menggunakan bahasa yang kira – kira dimengerti sama siswa mbak biar ngedongnya gampang mbak.* (Yes because the students learn from my utterance and language that I use so I use language that is easy to be comprehended by the students.)
- R : *Tapi level bahasa yang ibu gunakan dalam mengajar terutama dalam memberikan feedback sedikit lebih tinggi gak bu dibandingkan dengan level bahasa siswa?* (But is your language level in teaching especially in giving feedback higher than the student's language level?)
- T : *Iya lah mbak pasti. Kan mereka juga belajar dari ucapan – ucapan saya, kan peran guru selain sebagai model juga sebagai pemberi language input yang baik.* (Yes, of course. They learn from my utterances because the teacher's role besides as a model is as a good language input provider).
- R : *Berarti bisa dibilang siswa bisa belajar tentang vocabulary dan struktur kalimat bahasa Inggris dari ucapan ibu termasuk pada feedback ibu ya?* (So it can be said that the students can learn vocabulary and structure from your utterances included feedback, right?)
- T : *Iya mbak.* (Yes)

(Interview Transcript 3, September 10, 2011)

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From the excerpt of interview above it can be seen that the teacher gave feedback in speaking to the students using language slightly higher than the student's current language that is usually called as comprehensible input. From her feedback the students could learn vocabulary and structure. They could also learn how to use language in communication.

This purpose is implied in questionnaire section C no. 6 and 7. The result of students' response toward those statements can be seen in the following page.



**Table 10: Section C of Questionnaire  
Purpose of Feedback (3)**

No.	Purpose of Feedback	Number of responses			
		SA	A	D	SD
6.	I learn vocabulary from my teacher's feedback in speaking.	8 (21%)	16 (44%)	10 (29%)	2 (6%)
7.	I learn structure from my teacher's feedback in speaking.	7 (19%)	20 (56%)	9 (25%)	-

From Table 9, statement 6, it can be seen that 21% (F=8) of the students strongly agree that they learn new vocabulary from their teacher's feedback, 44% (F=16) agree, 29% disagree (F=10), and 6% (F=2) strongly disagree. It means that most of the students assumed that they learned vocabulary from their teacher's feedback in speaking. While in statement 7 it can be seen that 19% (F=7) of the students strongly agree that they learn structure from their teacher's feedback in speaking, 56% (F=20) agree, and 25% (F=9) disagree. It means that most of the students assumed that they learned structure from their teacher's feedback in speaking. From the students' response toward both statements it can be said that the students give positive response. Most of them assumed that they learn vocabulary and structure from their teacher's feedback.

The finding from questionnaire result is similar with the result of interview with students. From 8 students taken as participants in the in-depth interview 6 of them justified that they learned structure and vocabulary from their teacher's feedback while 2 others did not. These 2 students denied that they learned structure and vocabulary from their teacher's feedback because they did not like

English subject, they did not understand when their teacher talked in English. One of the students said that she did not understand what the teacher was saying because she sat in the back row so that she could not hear her teacher's voice clearly.

The excerpts of field notes below describe how the teacher explained structure and introduced vocabulary explicitly to the students as the form of feedback.

*And then look at the sky NOT look the sky, karena here after look ada object jadinya pake at, udah gandengan gitu look at jadi bukan look to. (And then look at the sky NOT look the sky, because after 'look' there is an object so it should use 'at', they are already paired 'look at' not 'look to'.)*

(Field Note 2, August 9, 2011)

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The excerpt above illustrates how the teacher gave corrective feedback to the students related to their error in structure with the hope that they would not do the same error again. The students used incorrect collocation and the teacher gave correction to her. From such kind of feedback the student will know her error and know the correct one. It is useful for her and the other students as they can learn English structure correctly.

*Guru memberikan feedback terhadap siswa yang mempraktekkan dialog. "OK, good. Em.../plaɪəz/ not /pliərs/....What are pliers? Ayo coba cari di kamus....one...two...three...four...five....six...." Guru menghitung sampai 13 hingga akhirnya ada siswa yang menjawab "catut". Guru menanggapi "Yes, catut atau tang. Why pliers? Not plier? Karena terdiri dari dua bagian, kayak gunting kan juga sama kayak sepasang gitu makanya scissors bukan scissor. (The teacher gives feedback to the students who are performing the dialogue, "OK, good. Em.../plaɪəz/ not /pliərs/....What are pliers? Come on check your dictionary....one...two...three...four...five....six...." The teacher counts up to 13 until there is a student answering "catut". The teacher responses, "Yes, catut or tang. Why pliers? Not plier? Because pliers consist of two*

parts just like scissors, they are a pair so it must be *scissors* not *scissor*.)  
(Field Note 2, August 13, 2011)

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The excerpt above captures the moment in which the teacher gave feedback on student's error in pronunciation (phonological error). Then, she asked the students to find the translation of the word 'pliers' in Bahasa Indonesia. It was aimed at increasing students' vocabulary. Then, she also explained to the students about the structure related to the word 'pliers', why it must be ended with -s. So, the student did not only know about her error but the correct one and the reason why it was incorrect.

#### d) Motivating the Students

Another purpose of teacher's feedback is motivating the students. It can be seen in the following excerpt of interview.

- R : *Menurut Ibu siswa jadi lebih termotivasi nggak Bu dengan speaking feedback yang Ibu berikan dibandingkan dengan nilai yang mereka dapatkan?* (In your opinion, are the students more motivated by your speaking feedback than marks?)
- T : *Sejauh ini iya mbak.* (So far is yes.)
- R : *Apa Ibu mempertimbangkan kelebihan dan kekurangan siswa dalam memberikan feedback?* (Do you consider student's strength and weakness in giving feedback?)
- T : *Iya mbak, kalau mereka saya kasih feedback dan saya tunjukkan kelebihan mereka, mereka pasti senang dan makin semangat buat speaking sedangkan kekurangan mereka yang saya tunjukkan itu bisa jadi cambuk buat mereka biar bisa mengatasi kekurangan mereka jadi speakingnya tambah bagus gitu mbak.* (Yes, when I give feedback to them and I show them their strength, they will be happy and more enthusiastic on speaking and when I tell them their weakness it will motivate them to overcome their weakness so that their speaking is getting better)
- R : *Apakah ibu memberikan komentar yang berbeda terhadap siswa yang kemampuan speakingnya tinggi dan yang kemampuannya rata – rata?* (Do you give different feedback between the students whose level of speaking is high and average?)

- T : *Iya mbak, buat yang kemampuannya tinggi saya kasih feedback berupa pujian tapi tetep saja saya kasi tau kekurangan mereka apa jadi speakingnya bisa lebih bagus lagi. Buat yang kemampuannya rendah saya tunjukkan kesalahan atau kekurangan mereka biar speaking mereka meningkat terus saya kasih feedback juga buat meningkatkan speaking mereka kayak kata – kata motivasi gitu.* (Yes, for those whose speaking level is high I give them feedback in the form of compliment but I also let them know their weakness in speaking so that their speaking is getting better. For those whose level is low I show them their weakness and error so that their speaking improves and I also give feedback to improve their speaking just like motivation words.)
- R : *Hmm, terus apa ibu mempertimbangkan kepribadian siswa dalam memberi feedback kepada mereka?* (Then, do you consider students' personality when giving feedback to them?)
- T : *Iya mbak, siswa kekanak –kanakkan yang mudah ngambek gitu saya kasih feedbacknya dengan kalimat yang pemilihan kata - katanya hati – hati, kalau anak yang lebih dewasa gitu kadang saya ngasih feedbacknya dengan guyon dan agak ngece mbak biar santai gitu.* (Yes, for the students who are childish and easy to mope I give feedback to them by choosing the words carefully while for those who are more mature I give feedback to them by joking and teasing them.)
- (Interview Transcript 3, September 10, 2011)

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The excerpt above shows that the teacher's feedback in speaking motivated the students to speak. The teacher showed the students' strength and weakness when giving feedback in speaking to make their speaking getting better and better. Besides, she also considered the students' personality when giving feedback to the students. For the students who were childish and easy to be irritated, she gave feedback by choosing the words carefully especially when showing their weakness. On the other hand, for the students who are mature enough, she gave feedback by joking or teasing to make the classroom situation more relaxing.

The statement which implies this purpose is the statement no. 8 and 9 in the section C of questionnaire. The result of students' response toward the statement can be seen in the following page.

**Table 11: Section C of Questionnaire  
Purpose of Feedback (4)**

No.	Purpose of Feedback	Number of responses			
		SA	A	D	SD
8.	My teacher's advice on speaking motivates me to speak English better.	16 (44%)	17 (47%)	3 (9%)	-
9.	My teacher pays attention on my strength and weakness when motivates me to improve my speaking.	13 (36%)	13 (36%)	10 (28%)	-

From Table 10, statement 8, it can be seen that 44% (F=16) of the students strongly agree that their teacher's advice on speaking motivates them to speak English better, 47% agree (F=17), and 9% disagree (F=3). It means that most of the students assumed that their teacher's feedback in speaking motivated them to speak English better. In no. 9, it can be seen that 36% (F=13) students strongly agree that their teacher pays attention on their strength and weakness when motivates them to improve their speaking, 36% (F=13) agree, and 28% (F=10) disagree. It means that most of the students assumed that their teacher paid attention on their strength and weakness when motivated them to improve their speaking.

From the students' response toward both statements it can be said that the students gave positive response. Most of them assumed that their teacher's feedback gave them motivation in speaking.

The result of questionnaire distributed to the students is similar to the result of interview with 8 students taken as in-depth interview participants. All of these students justified that they were motivated to improve their speaking because of their teacher's feedback.

The employment of motivation in teacher's feedback can be found in the following field note excerpts.

*Guru memberi feedback pada penampilan kedua siswa tersebut, "Ya, sudah cukup lancar. Good. (The teacher gives feedback to the performance of both students,"Yes, it is already fluent enough. Good.)"*  
(Field Note 2, August 9, 2011)

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*Guru memuji Hari dan Haryo,"Good job". (The teacher gives complement to Hari and Haryo, "Good job.")*  
(Field Note 2, August 9, 2011)

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*"Walaupun tadi ada beberapa yang speakingnya masih salah – salah pengucapan tapi so far so good. Yang penting kalian tetap harus PD, namanya juga belajar jadi kalau salah – salah itu wajar, kalau nggak salah ya nggak belajar." (Although there are some mispronunciations in your speaking, but it is so far so good. The important point is you have to be confident, it is learning so errors are natural, if there is no error there will be no learning)*  
(Field Note 2, August 9, 2011)

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The first and second excerpt of field note above shows that the teacher gave compliment to the students who already performed their speaking task. Teacher's compliment can be a motivation to the students to improve their speaking and it is as a form of reward because the students have spoken well. The third excerpt of field note describes the moment in which the teacher gave motivation to the whole

class to be brave to speak although there was a risk of error. She emphasized that they should be confident and not be afraid of making mistakes.

e) Leading Students toward Autonomy

This purpose can be seen from the result of interview with students and teacher and also from the questionnaire. But it cannot be reflected from the field notes because it happens in long term and only the teacher and students who know exactly whether the students become autonomous or not.

The following excerpt of interview with teacher shows that she wanted to lead the students to be autonomous learners by her feedback.

R : *Apakah salah satu tujuan Ibu dalam memberikan speaking feedback kepada siswa agar mereka bisa menemukan atau menyadari kesalahan mereka sendiri, jadi autonomus learner gitu Bu?* (Is one of your purposes in giving speaking feedback to the students is to make them finding or realizing their error, to be autonomous learner?)

T : *Iya mbak kalau tiap kesalahan siswa dibenerin terus – terusan nanti kan lama – lama dia jadi tau sendiri kesalahannya apa.* (Yes, if every error that the students made are always corrected again and again they will know their error automatically and not make the same error again.)

(Interview 3, September 10, 2011)

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It shows that the teacher justified that her feedback was aimed at making the students become autonomous learners so that she always corrected the students' errors with the hope that the students would know their error later and not make the same error.

From 8 students taken as the in-depth interview participants asking whether or not they can find and realize their error by themselves because of their

teacher's feedback given to them continuously, 7 of them answered yes. A student who answered no said that he did not like English so that he did not feel the same as other students.

The statement in questionnaire that is aimed to get the students' response toward this case is in questionnaire section C no. 10. Below is the result.

**Table 12: Section C of Questionnaire  
Purpose of Feedback (5)**

No.	Purpose of Feedback	Number of responses			
		SA	A	D	SD
10.	After getting feedback on speaking for many times, I can correct my own error in speaking.	12 (32%)	17 (47%)	7 (21%)	-

It can be seen that 32% (F=12) of the students strongly agree that after getting feedback on speaking for many times, they can correct their own error in speaking, 47% (F=17) agree, 21% (F=7) disagree. It means that most of the students assumed that they could correct their error in speaking after getting feedback from their students for many times. This result is in line with the result of interview with teacher and students.

#### **4. The Students' Perception of Teacher's Feedback in the Speaking Activities**

The following data presents the students' perceptions with regard to feedback given by their teacher in speaking. Hence, to figure out their perception,



field notes, and questionnaires were employed. In addition, an interview with students was also conducted to verify the data gained from the questionnaires. The interview with teacher was also conducted with the assumption that the teacher knew her students' attitude after given feedback whether they behave positively or negatively. It is also to find out her own view toward her feedback given to the students, as a kind of self assessment.

a) The objectivity of teacher's feedback

The following is the result of interview with the teacher asking her opinion toward the objectivity of her feedback.

R : *Apakah menurut Ibu dalam memberi feedback kepada siswa Ibu memberikannya dengan obyektif?* (In your opinion do you give feedback to the students objectively?)

T : *Iya mbak, saya memberikannya dengan tidak membedakan – bedakan siswa yang satu dengan lainnya jadi sesuai dengan kemampuan mereka.* (Yes, I give feedback to them without differentiate one student wit another, it is appropriate with their ability.)

(Interview 3, September 10, 2011)

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The excerpt above shows that the teacher assumed that her feedback was objective because she gave feedback just the way it was without differentiating one student with another. It means that she gave feedback based on real facts, not influenced by personal feelings.

The statement in questionnaire that is aimed to seek the student's opinion toward the objectivity of teacher's feedback in the questionnaire is section D no.

1.

**Table 13: Section D of Questionnaire  
Students' Perception towards Teacher's Feedback (1)**

No.	Students' Perception	Number of responses			
		SA	A	D	SD
1.	My teacher's feedback in speaking is objective.	5 (15%)	16 (44%)	15 (41%)	-

It can be seen from Table 13 that 15 % (F=5) of the students strongly agree that their teacher's feedback is objective, 44% (F=16) agree, and 41% (F=15) disagree. It means that most of the students perceived that their teacher's feedback in speaking was objective. This finding was verified with the result of interview. Eight students were taken as participants in the in-depth interview and the result is all of them justified that their teacher's feedback was objective. Her feedback was objective as it told them what was right and not without differentiated one student with another.

The English teaching and learning process in which speaking activities occurred were observed and documented in the field notes. There were 5 meetings focused on speaking that were observed and none of them showed that the students felt that their teacher's feedback was not objective. None of the students complained when given corrective feedback by the teacher. They accepted and followed the correction and advice given by their teacher. They believed that there were errors in their speaking but they did not know what they were. Therefore, they needed their teacher to show their inaccurate parts in their speaking. The students believed in the teacher's competence in correcting their speaking. They considered their teacher's feedback as the best criticism.

b). The clarity of teacher's feedback

The excerpt of interview below shows how the teacher perceived the clarity of her own feedback in speaking.

R : *Terus sejauh ini apakah Ibu memberikan speaking feedback dengan jelas? Mungkin dilihat dari respon siswa gitu Bu.* (Then, so far do you give speaking feedback clearly? Perhaps it can be seen from the students' response.)

T : *Jelas mbak, walaupun tidak jelas mereka saya suruh tanya.* (It is clear, if it is unclear I ask them to ask me.)

(Interview 3, September 10, 2011)

The excerpt above shows that the teacher assumed that her feedback was clear but she also said that she allowed her students to ask her if there was something that they think was unclear.

The students' response towards the clarity of teacher's feedback was derived from questionnaire section D no. 2 and 3. The proportion of the students' response can be seen below.

**Table 14: Section D of Questionnaire  
Students' Perception towards Teacher's Feedback (2)**

No.	Students' Perception	Number of responses			
		SA	A	D	SD
2.	My teacher's feedback in speaking is clear.	7 (20%)	21 (59%)	8 (21%)	-
3.	I understand and comprehend the meaning of my teacher's feedback.	9 (24%)	16 (44%)	11 (32%)	-

From Table 13, statement 2, it can be seen that 20% (F=7) of the students strongly agree that their teacher's feedback in speaking is clear, 59% (F=21) agree, and 21% (F=8) disagree. It means that most of the students assumed that their teacher's feedback in speaking was clear. While in no. 3 it can be seen that

24% (F=9) of the students strongly agree that they understand and comprehend the meaning of their teacher's feedback, 44% (F=16) agree, and 32% (F=11) disagree. It means that most of the students assumed that they understood and comprehended the meaning of their teacher's feedback. It can be said that the response of the students towards both statements above is positive. It means that most of the students perceived that their teacher's feedback was clear.

The result of interview with 8 students taken as the in-depth interview participants also revealed the same, thing in that most of the students justified that they perceived their teacher's feedback was clear and they could understand and comprehend her feedback. There was only a student told that her understanding towards teacher's feedback depended on her mood of that day.

The clarity of teacher's feedback is also reflected in the following field note excerpts.

Mispronunciation *masih ada yaitu ketika siswa mengucapkan saw, guru langsung menunjukkan kesalahan mereka, "not [sau] but [sɔ:]*" *dan siswa langsung mengoreksi pronounciationnya.* (Mispronunciation still exists when the students pronounce 'saw', the teacher directly shows their error, "not [sau] but [sɔ:]" and the students directly correct their pronunciation.) (Field Note 1, August 8, 2011)

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*Selanjutnya guru membahas lagi kesalahan yang dibuat oleh siswa yang tadi maju, "Vivin, which one is correct? You are not believe me atau you do not believe me?" Vivin menjawab "ya do not believe me lah Ma'am". Guru menanggapi,"Yes, it is true. Do not believe NOT are not believe. The other also please remember after to be we can not have a verb except continuous tense or passive form. Understand class?" Para siswa menjawab "Yes, yes Mam".* (Then, the teacher re-discusses the errors that were made by the students who had already performed, "Vivin, which one is correct? 'You are not believe me' or 'You do not believe me'?" Vivin answers, "Of course 'do not believe me Ma'am". The teacher responds, "Yes, it is true. Do not believe NOT are not believe. The other also please remember after 'to be' we can not have a verb except continuous tense or passive form. Understand class?" The students answer "Yes, yes Mam".) (Field Note 2, August 9, 2011)

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From the first excerpt above it can be seen how the teacher gave corrective feedback to the student who had already made mispronunciations. After given feedback, the student repeated her word correctly. It means that the teacher's feedback was clear so that the students could easily follow what her teacher suggested to her. The second excerpt describes in which the teacher gave feedback to the whole class related to the grammatical error that a student already made. She told the students the error grammatical part and gave them explanation. After giving feedback, the teacher asked the students whether they understood her explanation or not. All the students answered that they understood it. It means that the teacher's feedback was clear so that the students felt that they did not need to ask her to clarify something that they did not understand yet.

c). The assistance of teacher's feedback

Below is the result of interview with teacher related to her assumption toward the assistance of her own feedback to the students in speaking activities.

R : *Terus apa para siswa selalu nurutin koreksi speaking yang Ibu berikan?* (Then, do your students follow your correction in speaking?)

T : *Iya.* (Yes)

R : *Apa menurut Ibu para siswa sangat memerlukan masukan dalam speaking?* (In your opinion do the students really need your feedback in speaking?)

T : *Iya mbak kan Bahasa Inggris itu bukan bahasa asli kita jadi kita pasti banyak kekurangan dalam speaking, apalagi para siswa yang masih belajar Bahasa Inggris jadi mereka perlu dikasih masukan biar speaking mereka makin baik dari hari ke hari.* (Yes because English is not our mother tongue so we still have weakness in speaking, moreover the students who are still learning English, they need to be given feedback so that their speaking will

be better day by day.)  
(Interview 3, September 10, 2011)

From the result of interview above it can be inferred that the students always followed her corrective feedback in speaking. She assumed that the students needed to be given feedback to make their English especially speaking would improve and get better.

The students' response toward the assistance of their teacher's feedback was derived from the questionnaire section D no.4. The result of students' response can be seen below.

**Table 15: Section D of Questionnaire  
Students' Perception towards Teacher's Feedback (3)**

No.	Students' Perception	Number of responses			
		SA	A	D	SD
4.	My teacher's feedback in speaking helps me improve my speaking ability.	13 (35%)	22 (62%)	11 (3%)	-

The table above shows that 35% (F=13) of students strongly agree that their teacher's feedback in speaking help them to improve their speaking ability, 62% (F=22) agree, and 3% (F=11) disagree. It means that most of the students perceived that their teacher' feedback helped them to improve their speaking ability. The result of the in-depth interview with 8 students is 6 students considered that they needed their teacher's feedback and always followed it because they thought that their teacher's feedback could make them speak English correctly. **Two** students said that they needed teacher's feedback to improve their speaking and to know in which part their error occurred but sometimes they did

not follow their teacher's feedback because sometimes they had their own opinion and sometimes they thought that their teacher's feedback was incorrect.

From the observations recorded in the field notes it seems that teacher's feedback was helpful for the learners to correct their error in speaking such as mispronunciation error, lexical error, grammatical error, and interpretive error. None of the students ignored their teacher's feedback.

d). The encouragement of teacher's feedback

Below is the teacher's opinion towards the encouragement of her feedback given to the students in speaking.

R : *Kemudian menurut Ibu apa siswa jadi termotivasi untuk memperbaiki kesalahan speaking mereka setelah Ibu memberikan koreksi pada mereka? Apa mereka juga menjadi termotivasi untuk meningkatkan speaking mereka bu?* (Then in your opinion are the students motivated to correct their error in speaking after you give them corrective feedback? Are they also motivated to improve their speaking?)

T : *Iya mbak, jarang banget ada siswa yang mengulangi kesalahan yang sama yang sudah mereka perbuat sebelumnya kalau kesalahan itu sudah saya berikan koreksi. Iya mbak, setelah mendapat masukan siswa jadi tau yang benar, jadinya speaking mereka semakin membaik gitu mbak.* (Yes, it is rarely that the students make the same errors as what they made before when that error was already corrected. Yes, after receiving feedback the students know the correct one, so that their speaking will be getting better.)

(Interview 3, September 10, 2011)

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From the excerpt above it can be said that her feedback motivated the students to correct their error so that they rarely made the same errors again.

The response of the students toward the encouragement of teacher feedback can be seen in questionnaire section D no. 5. The proportion of students' response can be seen in the following page.

**Table 16: Section D of Questionnaire  
Students' Perception toward Teacher's Feedback (4)**

No.	Students' Perception	Number of responses			
		SA	A	D	SD
5.	My teacher's feedback in speaking motivates me to speak English better.	17 (47%)	14 (38%)	5 (15%)	-

In Table 16, it can be seen that 47% (F=17) of the students strongly agree that their teacher's feedback in speaking motivates them to speak English better, 38% (F=14) agree, and 15% (F=5) disagree. It means that most of the students perceived that their teacher's feedback in speaking could motivate them to speak English better. The result of interview also revealed the same, all of 8 students taken as the in-depth interview participants said that their teacher's feedback motivated them to improve their speaking.

The excerpts of the following field notes reveal how the teacher gave motivational feedback to the students.

*Febri menjawab dengan pronunciation yang benar dan guru memberi pujian "naahh,good". (Febri answers with correct pronunciation and the teacher gives compliment "naahh,good".)*  
(Field Note 2, August 9, 2011)

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*Walaupun tadi ada beberapa yang speakingnya masih salah – salah pengucapan tapi so far so good. Yang penting kalian tetep harus PD, namanya juga belajar jadi kalau salah – salah itu wajar, kalau nggak salah ya nggak belajar. Ok, good. See you next Saturday." (Although some of you made errors in pronunciation but so far so good. The*



important point is you should be confident, it is learning so it is natural if there is error, if there is no error then it will be no learning. Ok, good. See you next Saturday.”)

(Field Note 2, August 9, 2011)

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From the excerpts above it can be seen that the teacher gave motivation to the students in the form of praises that were ‘good’ and ‘so good’. The teacher also encouraged the students to be brave to speak and not to be afraid to make error in speaking. This kind of feedback can arise the students’ spirit to improve their speaking as their effort is appreciated by their teacher.

e). The proportion of teacher’s feedback

The result of interview with teacher asking her opinion toward her own feedback proportion towards students’ speaking can be seen in the following interview excerpt.

R : *Apa ada siswa yang pernah merasa jengkel dengan koreksi – koreksi speaking Ibu? (Are there your students who feel annoyed with your correction in speaking?)*

T : *Ya namanya siswa kepribadiannya berbeda jadi ya pasti ada satu atau dua yang mudah tersinggung mbak jadi kalau saya kasih koreksian gitu mereka diam atau cemberut gitu kan berarti pertanda kalau mereka jengkel sama saya mbak. Tapi buat saya itu tidak masalah, kalau mereka jengkel kan berarti teringat terus jadi mereka tidak akan mengulangi kesalahan yang sama. (The students have different personalities so there must be one or two of them who are easy to offend when I give them correction, they are silent and morose, it means that they feel annoyed to me. But, it is no problem for me because if they feel annoyed it means that they will always remember so that they do not make the same error.)*

R : *Terus ketika mendapatkan koreksi dari Ibu apakah para siswa merasa terganggu dalam menuangkan ide mereka dalam speaking? (Then, after getting correction do they feel disturbed to share their idea in speaking?)*

T : *Saya rasa nggak mbak. (I do not think so.)*

(Interview 3, September 10, 2011)

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From the excerpt it can be said that the teacher assumed some of her students felt annoyed with her speaking feedback, it was indicated by the attitude of the students after receiving feedback. Some of them were silent and morose. But she said that none of her students felt disturbed to share their idea in speaking after receiving feedback from her.

The statement in questionnaire that is aimed to ask students' opinion towards their teacher's feedback proportion is statement no. 6 of section D of questionnaire. The result can be seen below.

**Table 17: Section D of Questionnaire  
Students' Perception towards Teacher's Feedback (5)**

No.	Students' Perception	Number of responses			
		SA	A	D	SD
6.	After getting speaking feedback (comments and correction) from my teacher, I have a negative feeling (embarrassed/angry).	2 (6%)	4 (10%)	7 (20%)	23 (64%)

From Table 16 above, it can be seen that 6% (F=2) of the students strongly agree that they have a negative feeling (shy/angry) after receiving feedback from their teacher, 10% (F=4) agree, 20% (F=7) disagree, and 64% (F=23) strongly disagree. It means that most of the students assumed that most of the students did not feel shy/angry after receiving feedback from their teacher. The result of the in-depth interview with students corroborates this finding. From 8 students taken as the participants, 5 of them said that they did not feel annoyed with teacher's feedback, otherwise they felt happy as they knew their error and got more understanding. While 2 students said that sometimes they felt annoyed and

sometimes did not, and 1 of them said that teacher's feedback made him could not speak, may be it was because the feedback was given in the middle of student's speaking.

From the speaking activities observed, there was no complaint from students and there was no student got difficulty to speak after getting feedback from the teacher.

## **B. Discussion**

Based on the observation, the teacher gave feedback to all of the students either individually or collectively. The students had speaking activities once a week. Teacher's feedback was given after the students had performed speaking task. It is in line with Harmer's opinion (2001) that feedback should be given after the performance so that it does not interrupt in mid-flow of language production to point out phonological, grammatical, lexical, or interpretive errors.

Based on the data taken from field notes as the result of observation, interview with teacher and students, and questionnaire distributed to the students the results are most of the teacher's feedback was in the form of explicit correction and the error that often corrected was phonological error. The teacher's purposes in giving feedback to the students were all positive and the students also perceived their teacher's feedback positively. The teacher's feedback supported the students in their speaking. It made them know their error in speaking and the correct one. It also motivated and encouraged students to improve their speaking. Most of the students followed the teacher's feedback.

In speaking, feedback was essential part. Feedback helped student in correcting their error. The students' perception towards teacher's feedback was good. The students considered that the use of teacher's feedback was helpful for them in correcting their speaking. The students also believed that their teacher's feedback helped them to speak English well and correctly.

From the data, it can be inferred that the use of teacher's feedback was very useful in process speaking. The students also perceived that the use of teacher's feedback gave contribution towards their grammar and pronunciation mastery in speaking. Besides that, the students also learned new vocabulary from their teacher's feedback. By having teacher's feedback, the students would become aware of their error with the hope they would not do the same error again as they already knew the correct one. So, their speaking ability could be improved.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS**

This chapter deals with three parts namely conclusions, implications, recommendations and suggestions. The first part presents the conclusions derived from the study. The second part presents implications from the study. The third part presents recommendations and suggestions intended for the teacher, the students, and other researchers.

#### **A. Conclusions**

There are four main research questions to answer in this study. The first research question is about the types of teacher's feedback in the speaking activities. The second one is about the categories of teacher's feedback in the speaking activities. The third is about the purposes of teacher's feedback in the speaking activities. The last is the students' perception towards teacher's feedback in the speaking activities.

Based on the findings and discussion in the previous chapter the following conclusions are drawn.

1. The teacher often used explicit correction in giving feedback in students' speaking activities. The teacher clearly indicated that the student's utterance was incorrect and provided the correct form to them directly. There was only little

feedback in the form of elicitation, clarification request, and metalinguistic feedback. None of her feedback was in the form of repetition and recast.

2. The teacher focused more on the feedback on phonological errors in which all of them were related to mispronunciation. There was only a little feedback on grammatical, lexical, and interpretive error.
3. There are five purposes of teacher's feedback:
  - a. It provides information for both teacher and students. The teacher got information about students' progress in speaking included students' strengths and weaknesses in speaking. She could also evaluate her own teaching from her feedback. While the students would know their speaking ability, in what part they were already well and not so that they could maximize their strengths and minimize their weaknesses. They could also know their error/mistake in speaking as the teacher gave them corrective feedback in speaking.
  - b. It provides advice to the students. When giving feedback, the teacher gave some advice to make the students' speaking better such as asking the students with low voice to raise their volume so that all of the students could hear, correcting the students' mispronunciation either by asking them to check the right pronunciation in the dictionary or giving them direct correction, and encouraging the students to speak in which she emphasized the students not to be worried in making errors; it is better to make error so that the error will never be repeated again instead of worrying to make possible errors and never try to speak.

- c. It provides students with language input. The teacher was aware that her utterance could be students' language input in which they could learn structure and vocabulary. In addition, they could learn how to use language in communication. She used language that was slightly higher than the students' current language when giving feedback to them
  - d. It motivates the students. The teacher's feedbacks included compliments such as good, very good, and good job. Those compliments could motivate the students to maintain or improve their speaking ability. The teacher also motivated the students to be confident to speak and not to be afraid in making mistake.
  - e. It leads students toward autonomy. The teacher hoped that by giving corrective feedback to the students again and again for many times would make the students to be autonomous learner as they already aware of their own mistakes.
4. The students' perceptions of teacher's feedback are:
- a. Teacher's feedback was objective. It indicated that there was no personal bias in the feedback given. The teacher gave feedback to the students based on the real fact, it was not influenced by personal feeling, and she did not differentiate one student with another.
  - b. Teacher's feedback was clear. It indicated that the teacher's feedback was comprehensible and understandable.
  - c. Teacher's feedback was helpful for the students. It indicated that the students needed feedback from the teacher. It could assist them in improving their

speaking ability. It could help them to know whether they were doing right, what their weaknesses were and how they could make it better.

- d. Teacher's feedback was encouraging. It indicated that the teacher's feedback motivated the students to improve their speaking ability.
- e. Teacher's feedback was proportional. The students did not have any negative feelings after they got feedback from the teacher. It indicated that the feedback did not make them feel insulted or ashamed because the teacher gave too much feedback or too little feedback. In addition, teacher's feedback did not disturb the process of speaking.

## **B. Implications**

The finding of this research shows that the teacher mostly employed explicit correction rather than elicitation, clarification request, and metalinguistic feedback. It implies that the teacher tended to employ one type of feedback to correct students' errors in speaking. The students might be bored with the teacher's monotonous way in giving corrective feedback in speaking. For this reason, the teacher should employ other types of corrective feedback in speaking equally so that her feedback will be more various.

The finding also shows that the teacher never employed recast and repetition in correcting the students' erroneous utterance. It implies that the teacher was not aware in the employment of recast and repetition. Actually, recast would make the students less anxious as they are not directly shown that they are doing errors in their



speaking. Thus, the employment of recast in giving corrective feedback in speaking is suggested with the consideration of students' psychological factor.

The teacher employed metalinguistic feedback in giving correction to the students in which she gave hints to the students that there were errors somewhere in their utterance and let the students to analyze their own errors. Theoretically, junior high school students are not capable in providing correction for their own error because they still have limited linguistic knowledge. Thus, implementing metalinguistic feedback is not suggested.

### **C. Recommendations and Suggestions**

Based on the findings of this research, some recommendations and suggestions are proposed to enable the teacher in providing better feedback to the students' speaking activities. From the observations conducted in five meetings of speaking class, it was found only 21 occurrences of the teacher's corrective feedback. This number is considered not sufficient to improve the students' speaking accuracy in speaking. Ideally, corrective feedback can potentially remove the erroneous structures from the learners' utterances and enable the learners' to produce native-like accurate language productions. Lack of corrective feedback might lead to the fossilizations of the errors. Thus, it is recommended for the teacher to give more corrective feedbacks so that the students can take maximum benefit from them with the result of better language production.

Some suggestions for the teacher also derived from the result of interview with the students, they are:

- a. Some students stated that they sometimes did not follow their teacher's corrective feedback because they think that sometimes their teacher's correction is not right or they have different opinion. Therefore, the teacher should be aware and careful in giving corrective feedback to the students so that they can take maximum benefit from her feedback.
- b. Some students stated that they sometimes feel annoyed and disturbed when receiving corrective feedback from their teacher. It is because the teacher gave feedback in the middle of their speaking so that sometimes they got difficulty in continuing their speaking. Thus, the teacher should delay giving feedback after the performance so that it does not interrupt the flow of the students' language production.
- c. The finding shows that the most frequent error made by the students is phonological error. They mispronounced /dʒ/ as /g/ such as in the words 'refrigerator', 'digital', and 'allergic'. They also mispronounced vowel in the words 'recipe', 'was', 'saw', 'building', 'button', and 'blurry'. Moreover, they mispronounced diphthongs in the words 'pliers', 'tower', and 'pyramid'. They also mispronounced the word 'sure' that should be pronounced [ʃuə] but they pronounced [sur] and the word 'could' that should be pronounced [kud] but they

pronounced [kuld]. Thus, it is suggested that the teacher give more pronunciation drills.

Some suggestions also proposed for the students and other researchers based on the result of this study.

#### 1. To Students

The students should be cooperative in developing their speaking ability. They should actively participate in speaking activities as there are still some of them reluctant to speak. They should really employ the teacher's feedback to improve their speaking ability.

#### 2. To Other Researchers

- a. In this study, the researcher observed speaking activities in just five times, because of the limited time. Other researchers may follow up this study in a longer time in order to find more data so that the result will be more satisfactory and representative.
- b. Some students of this research have different opinions about the best way in giving feedback. Therefore, other researchers can investigate the most effective way in giving feedback.
- c. One of the results of this research is that teacher's feedback encourages and motivates the students to improve their speaking ability. Other researchers can also investigate the relationship of encouragement provided by teacher's feedback and the improvement of students' speaking ability.

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# APPENDICES

### **A. CLASSROOM OBSERVATION GUIDE**

1. How does the teacher give feedback in speaking? Straightforward or right after?
2. How does the teacher apply each type of feedback?
  - a. Explicit correction
  - b. Recast
  - c. Repetition
  - d. Elicitation
  - e. Metalinguistic feedback
  - f. Clarification request
3. On what category of students' speaking error does the teacher give feedback?
4. How does the teacher describe her students' language competency (strengths and weaknesses) through feedback?
5. Does the teacher give feedback to the students individually or collectively?
6. Does the teacher give feedback related to the students' progress in speaking?
7. Does the teacher give direct information about language, by stating a rule or by giving an example?
8. Does the teacher describe the students' language use?
9. Does the teacher give comments related to the students' learning process in speaking?
10. Does the teacher use comprehensible input when giving feedback?
11. Does the teacher motivate the students to improve their speaking when giving feedback?
12. Are the students able to find their own mistakes in speaking?
13. Is the teacher's feedback in speaking clear, helpful, objective, encouraging, and proportional?
14. How do the students respond to their teacher's feedback?



## B. FIELD NOTES

### #Field Note 1

Day/Date : Monday, August 8<sup>th</sup> 2011

Time : 09.00 – 10.10

1. Guru masuk kelas bersama dengan peneliti. Beliau memberi salam dan kemudian memperkenalkan peneliti kepada para siswa dan kemudian guru mempersilakan peneliti untuk duduk di bangku belakang bersebelahan dengan siswa bernama Adit. Guru menanyakan siswa yang tidak masuk hari ini. Selanjutnya beliau *mengelicat* para siswa tentang materi *speaking* hari ini yaitu tentang *certainty and uncertainty expression*.
2. Guru meminta siswa untuk membuka buku paket '*English on Sky*' halaman 10 dan kemudian meminta dua orang siswa untuk mempraktekkan *dialog* yang mengandung *certainty and uncertainty expression* di dalamnya. Murid yang ditunjuk bernama Anastasia (sebagai Nurul) dan Maria Ivana (sebagai Tania). Berikut isi *dialog* tersebut:  
 Nurul : *Let's make this recipe.*  
 Tania : *What recipe?*  
 Nurul : *Something simple for breakfast. I think this recipe is very easy.*  
 Tania : *Are you sure?*  
 Nurul : *Yes. Look! We only need one banana and some strawberries.*  
 Tania : *Yep. But we also need orange juice and yoghurt.*  
 Nurul : *Come on. It's only a cup of orange juice and three tablespoons of yoghurt.*  
 Tania : *Well, I'm not sure we have them in the refrigerator.*  
 Nurul : *Yesterday I put some strawberries and a bottle of yoghurt in there.*  
 Tania : *And orange juice? I think Dad has drunk the orange juice.*  
 Nurul : *Really?*  
 Tania : *Trust me. I saw him last night drinking orange juice while watching TV.*  
 Nurul : *What about yoghurt? We still have some of it, right?*  
 Tania : *Why don't we check the refrigerator?*  
 Nurul : *OK.*
3. Ketika mempraktekkan *dialog* tersebut ada beberapa kesalahan *pronunciation* yang dilakukan oleh siswa yaitu pengucapan kata *recipe* ['resipi] menjadi [rɪ'sip], *saw* [sɔ:] menjadi [sau], dan *refrigerator* [rɪ'frɪdʒəreɪtə] menjadi [re'frɪgəreɪtə]. Guru kemudian memberi *feedback* setelah mereka selesai mempraktekkan *dialog* tersebut dengan mengoreksi *mispronunciation* mereka dalam mengucapkan ketiga kata tersebut secara langsung (*recipe*, *saw*, dan *refrigerator*). Selanjutnya guru melakukan *pronunciation drilling* tentang tiga kata yang salah pengucapannya tersebut. Selanjutnya guru menunjuk satu pasangan lagi yaitu Fahrudin dan Faroq. Dalam membaca *dialog* mereka cukup lancar dibandingkan dengan pasangan sebelumnya. *Mispronunciation* masih ada yaitu ketika siswa mengucapkan *saw*, guru langsung menunjukkan kesalahan mereka “not [sau] but [sɔ:]” dan siswa langsung mengoreksi *pronunciation*nya.
4. Guru meminta siswa menyebutkan *certainty*, *uncertainty/doubt*, *asking for certainty*, dan *respond for certainty expression* yang terdapat dalam *dialog*. Selanjutnya guru menjelaskan sambil menuliskan di *whiteboard* alternatif lain untuk mengungkapkan *certainty*, *uncertainty/doubt*, *asking for certainty*, dan *respond for certainty expression*.

5. Guru bertanya pada siswa apakah ada pertanyaan? Para siswa menjawab “No”.
  6. Guru meminta siswa secara berpasangan untuk membuat *dialog* seperti contoh yang ada di buku paket tetapi dengan tema yang berbeda, terserah para siswa. Guru memberi waktu sebanyak 15 menit kepada para siswa untuk membuat *dialog* dan berlatih dengan pasangannya karena guru akan meminta siswa untuk mempraktekkan *dialognya* tanpa *text* agar speaking siswa terlihat *natural*.
  7. ± 15 menit berlalu. guru bertanya pada para siswa “*Have you finished?*” Para siswa menjawab “*Not yet, Mam.*” Guru merespon “*Ok, I’ll give you five minutes more and you should be ready to practice your dialogue in front of the class.*” Beberapa menit kemudian bel berbunyi, karena bulan Ramadhan maka jam pelajaran lebih singkat. Guru berkata pada para siswa “*Unfortunately the time is up. Please finish your dialogue and be ready tomorrow. Besok kita ada Bahasa Inggris lagi kan?*” Para siswa bersahut – sahutan menjawab “*Iya Bu. Yes Mam.*”
  8. Guru mengakhiri pelajaran hari ini “*Ok, I’ll see you tomorrow. Bye.*” Para siswa menjawab “*Bye.*”
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## #Field Note 2

Day/Date : Tuesday, August 9<sup>th</sup> 2011

Time : 11.05– 12.35

1. Guru masuk kelas bersama dengan peneliti. Peneliti duduk di belakang. Guru mengucapkan salam dan mengecek kehadiran siswa dengan memanggil nama siswa satu per satu.
2. Selanjutnya guru mengingatkan tugas yang diberikan kepada para siswa “*Ok. Have you finished making your dialogue? Now, please who’ll be the first to perform in front of the class?*”. Para siswa gaduh dan ada beberapa yang menjawab “Belum bu...5 menit lagi ya bu.....tunjuk aja bu....urut absen aja bu...dari depan aja bu....” Guru menanggapi “*How come you didn’t finish it yet? Ready or not everyone must be ready to perform. I already gave you time yesterday. Ok, now please who’ll be the volunteer?*” Guru menunggu beberapa saat tapi tidak ada juga siswa yang maju kemudian guru menunjuk siswa “*Hm,ok, What date is today?*” Para siswa menjawab “*Nine...9 agustus Bu*” Guru berkata “*Ok, please, yang nomor absennya 9 siapa? (sambil melihat daftar presensi) Cornelliuss Harri, Ok, please Harri with your partner, the floor is yours.*” Siswa yang bernama Harri beserta teman sebangkunya yang bernama Haryo maju ke depan kelas sambil membawa buku. Guru menegur mereka “*Don’t you remember what I said yesterday? Kan kemarin Ibu bilang you must practice your dialogue in front of the class without any note.*” Hari menjawab “*Yah...Bu...kalo gitu kasi waktu buat ngafalin.*” Guru menjawab “*Ok,I’ll give you five minutes. The other please who ready to perform, please....*”
3. Dua orang siswa perempuan maju secara sukarela. Guru berkata “*Good. Vivin and Febriana, Ok, please.*” Kemudian dua siswa tersebut mempraktekkan dialog yang mereka buat. Guru mengamati sambil sesekali mencatat di buku kecilnya.
 

Vivin : “*Febri I think it will rain. The sky is cloud*”

Febriana : “*Are you sure, Vivin?*”

Vivin : “*Yes, of course. If you are not believe me, please go out and look to the sky.*”

Febriana : “*Ok. Oh yes I see it. Yes, I become sure that it will rain.*”

Vivin : “*Yes, I have no doubt about it. Ok, let’s go before rain.*”

Febriana : “*Ok, Let’s go.*”

Dua siswa tersebut mengakhiri dialog mereka dengan tersenyum pada guru dan kemudian kembali ke tempat duduk mereka.

4. Guru memberi *feedback* pada penampilan kedua siswa tersebut, “Ya, sudah cukup lancar. *Good...but...the sky is cloudy not cloud. Cloud* itu awan, kalau mendung baru *cloudy*. *And then how do you say this word, Febri?* (guru menuliskan kata ‘*sure*’ di papan tulis)”Febri menjawab [sur] Guru meminta siswa lain membenarkannya “Ada yang bisa membetulkan tidak?” Beberapa S menjawab [ʃʊə]. Guru menanggapi “Yes, [ʃʊə] not [sur]. Jadi apa Febri?”. Febri menjawab dengan *pronunciation* yang benar dan guru memberi pujian “*naahh,good*”. Selanjutnya guru membahas lagi kesalahan yang dibuat oleh siswa yang tadi maju, “*Vivin, which one is correct? You are not believe me atau you do not believe me?*” Vivin menjawab “*ya do not believe me lah Ma’am*”. Guru menanggapi, “*Yes, it is true. Do not believe NOT are not believe. The other also please remember after to be we can not have a verb except continuous tense or passive form. Understand class?*” Para siswa menjawab “*Yes, yes Mam*”. *And then look at the sky NOT look the sky*, karena *here after look* ada *object* jadinya pake *at*, udah gandengan gitu *look at* jadi bukan *look to* .
5. Ada seorang siswa yang angkat tangan dan berkata pada guru. “Bu, tadi kalau saya gak salah dengar mereka bilang *I become sure*, bukannya yang bener tu harusnya *I am sure*, Bu?” Guru merespon “*Wow great, it means that you pay attention to your friends. Thank you, Dicky. Yes, the correct expression is ‘I am sure’ NOT ‘I become sure’.* *Vivin and Febriana you should be grateful to Dicky because he has shown you the correct expression* jadi biar bahasa Inggrisnya bisa lebih bagus. *No heart feeling* ya kalau ada teman yang memberi tahu kesalahan kita tu smua kan biar kita jadi lebih maju. *Ok class?*” para siswa menjawab “*Ok*”
6. Selanjutnya guru menunjuk siswa yang tidak jadi maju tadi. “*Ok, please Harri and e...Haryo ..please.* Ayo tadi kan belum jadi maju. *Ok please practice your dialogue in front of the class.*” Siswa yang ditunjuk maju dan mulai mempraktekkan dialognya. Karena suara mereka kurang keras guru menegurnya. “*Louder please*, masa suaranya kalah sama Vivin dan Febri? Ayo lebih keras biar temennya yang di belakang bisa denger”. Siswa yang maju menuruti perintah gurunya dan memulai lagi dialognya.
 

Hari : *Haryo, do you study last night?*

Haryo : *Yes, of course. I’m smart student so I always study.*

Hari : *Good. Please cheat me.*

Haryo : *Do we have examination today.*

Hari : *Yes, we have Math examination.*

Haryo : *Are you joking?*

Hari : *Trust me.*

Haryo : *Ok, let’s study together so you don’t cheat me.*

Hari : *Ok boy.*
7. Guru memuji Hari dan Haryo, “*Good job. But there are still some errors. Class, is it true to say ‘Do you study last night?’.* Beberapa siswa menjawab “No.” Ada seorang siswa menjawab “*Did you study last night?*”. Guru menanggapi “*Yah, did you study last night?* Kenapa pake *did* bukan *do*? Beberapa siswa menjawab “*Past tense.*”. Guru menanggapi dan menjelaskan karena itu *past tense* kan tanyanya apakah tadi malam belajar? Jadi pake *past tense*. Bukan *do* tapi *did*. *And then why did Harry say ‘Please cheat me?’* padahal kan yang belajar Haryo? ” Hari menjawab “Maksudnya contekin gitu Bu”. Guru berkata “Oh maksudnya kamu pengen *nyonto* gitu *to*? Em..bilang aja ‘*Let me cheat you.*’ Tapi ini

perbuatan tidak bagus, jangan dicontoh ya?(berkata pada para siswa). *Ok, good. Ok please the other who will be the next?* Ayo kalo nggak maju nanti nggak dapat nilai lho!”

8. Tiga orang siswa perempuan maju “Bu, kita bertiga ya, soalnya saya gak ada pasangannya kan jumlahnya ganjil”. Guru mengijinkannya dan mereka mulai dialognya.

Annisa : *Hey girls, do you know that today is our friend's birthday?*

Elisabeth : *Who?*

Annisa : *Anastasia.*

Mala : *Are you sure?*

Elisabeth : *Is that true?*

Annisa : *Yes, that's right. Her birthday is today, 9 August.*

Elisabeth : *But I think her birthday is tomorrow.*

Mala : *Let's check her FB. We can see her birth date.*

Annisa : *Ok, let's check it with my HP.*

(mereka berpura – pura mengakses internet lewat HP)

Mala : *Let's see her info. Ah yes, it is 9 August.*

Elisabeth : *Ok. Now, there is no doubt about it.*

Kemudian mereka kembali ke tempat duduk.

9. Guru memberi pujian. “*Well, very good Elisabeth, Annisa, and Mala. Now please next?*”

10. Para siswa berebut maju tapi akhirnya hanya dua orang yang maju walaupun ada beberapa siswa yang sebelumnya sempat berselisih untuk segera maju. Siswa berkata pada guru “Saya ya Bu”. Guru merespon “*Yes, please.*” Kemudian dua siswa tersebut mulai mempraktekkan dialognya.

Katarina : *Marti, is this your book?*

Martiningsih : *No.*

Katarina : *Who is the owner?*

Martiningsih : *I think it is Lina's book.*

Katarina : *Are you certain?*

Martiningsih : *Yes, I'm certain.*

Katarina : *Ok, I will give it to her.*

Bel berbunyi tepat setelah siswa mengakhiri dialognya.

11. Guru memberi *feedback* “*Ok, very good.* Nah yang udah pada maju macem – macem ya ngomonginnya ada yang tadi tentang ulangan, buku, terus apalagi tadi?” Siswa menjawab “mendung bu....ulang taun bu....” Guru merespon “Oh ya, mendung dan ulang tahun juga. Nah yang lain yang belum maju nanti kalau ada *speaking* lagi harus maju ya biar dapat nilai juga. Walaupun tadi ada beberapa yang *speaking*nya masih salah – salah pengucapan tapi so *far so good*. Yang penting kalian tetep harus PD, namanya juga belajar jadi kalau salah – salah itu wajar, kalau nggak salah ya nggak belajar. *Ok, good. See you next Saturday.*” Para siswa menjawab “*See you...bye...da..da..*”

### #Field Note 3

Day/Date : Saturday, August 13<sup>th</sup> 2011

Time : 09.00 – 10.10

1. Peneliti masuk bersama dengan guru. Seperti biasa guru mengucapkan salam, menanyakan kabar, dan mengecek kehadiran siswa.

2. Guru mengelicit tentang materi speaking hari ini dengan bertanya pada siswa yang bernama Lucky.

Guru : *Did you have breakfast Lucky?*

Lucky : *Yes, Ma'am.*

Guru : *What did you have for your breakfast?*

Lucky : *Nasi sama e....telor dadar.....*

Guru : *English please.*

Lucky : *E.....telor dadar...(bertanya berbisik pada teman sebelahnya) e...rice and omelet*

Guru : *Omelet. Do you make it by yourself?*

Lucky : *No, my mother makes it for me.*

Guru : *What?*

Lucky : *Maksudnya apa bu?*

Guru : *Can you say that again? Can you repeat that?*

Lucky : *My mother bu...makes the omelet.*

3. Guru membahas dialog yang beliau lakukan. “Ok, dari percakapan barusan...ada yang tau gak tadi gimana caranya bilang sama orang yang kita ajak bicara kalau kita gak denger atau gak jelas dengar omongannya?” Beberapa siswa menjawab “*What?*” guru menanggapi “*Good.* Terus tadi masih ada dua lagi. Ada yang tau?” Beberapa siswa menjawab “*Can you say that again?, Can you repeat that?*”. guru menanggapi “*Yes, good.* Jadi gitu ya caranya kalau kita minta orang lain untuk mengulangi ucapannya. *What?* Apa? Terus *Can you say that again?* Atau *can you repeat that?* Bisakah kamu mengatakannya lagi? Dapatkah kamu mengulanginya lagi? Ok, ada *expression* lain *to ask others to repeat information.* (Guru menuliskan *expression to asking for repeat information* di *whiteboard* dan kemudian melakukan *drilling*. *Expression* yang ditulis adalah:

- *Could you please say that again?*
- *What's that again?*
- *I don't understand.*
- *What was that again?*
- *I don't understand*
- *Would you be louder please*

4. Selanjutnya guru meminta siswa membuka buku paket halaman 40. Dan menunjuk siswa untuk mempraktekkan dialog berpasangan. *“Ok, now please. E..open page 40. Em...Sholikha as Emma and Irene as Mona.*

Emma : *Mona, do you know how to use this camera?*

Mona : *Yes, I do. Let me show you. First thing always remember to take off the lens cap. Many people forget this simple thing and they end up missing moment.*

Emma : *Okay. What should I do next?*

Mona : *Since it is a digital camera, make sure you turn on the camera. There is an on and off button over here. Press it and the green light will turn on.*

Emma : *Could you please repeat that again? What should I press?*

Mona : *The on and off button. It is usually on the top right corner of the camera.*

Emma : *Okay.*

Mona : *Once the camera is ready, just point to whatever object you want to shoot. Make sure you have good focus.*

Emma : *How do I do that?*

Mona : *You have good focus when you look into your lens and the object is clear, not blurry.*

Emma : *I get you.*

Mona : *Just press the button and you are done taking pictures.*

Emma : *Thank you so much. You've been very helpful.*

Mona : *You're welcome. I'm glad to help.*

Guru langsung mengoreksi kesalahan mispronunciation siswa yaitu ketika mereka mengucapkan *digital* [dɪɡɪtəl], *button* [butən], *blurry* [blʌri].

5. Guru menunjuk dua siswa lagi untuk mempraktekkan dialog yang ada di buku paket. *“Ok, now please I need one boy and one girl to practice the dialogue A. Ok, em....you...Muttaqin and Fransisca please....”*. Kedua siswa yang ditunjuk mempraktekkan dialog tersebut. Fransisca sebagai Ruth dan Muttaqin sebagai Brian. Berikut dialog tersebut:

Ruth : *I need to pull out these nails and I have no idea with tool I should use.*

Brian : *You can use the pliers. Just grab the tip of the nail and pull it tightly.*

Ruth : *Sorry, I was not paying attention. Which tool again?*

Brian : *This is the one pliers.*

Ruth : *Okay. Thanks, Brian.*

Brian : *You're welcome. Let me know if I can help you with anything else.*

Guru memberikan *feedback* terhadap siswa yang melakukan dialog. *“OK, good. Em...[plaiəz] not [pliərs]... What are pliers? Ayo coba cari di kamus....one...two...three...four...five....six....”* Guru menghitung sampai 8 hingga akhirnya ada siswa yang menjawab “catut”. Guru menanggapi *“Yes, catut atau tang. Why pliers? Not plier?”* Karena terdiri dari dua bagian, kayak gunting kan juga sama kayak sepasang gitu makanya *scissors* bukan *scissor*. Oh ya siapa yang tidak bawa kamus dan buku paket hari ini? Bendahara tolong dicek ya....500 bagi yang nggak bawa buku paket dan 1000 bagi yang gak bawa kamus.”

6. Kemudian guru membahas dialog yang sudah dipraktekkan para siswa. *“Ok, from the first dialogue. What is the content of the dialogue?”* Para siswa menjawab “cara memakai kamera Bu....gimana makai kamera digital...using camera digital Mam”. Guru menanggapi *“Ok, good. How to use the camera digital. Bagaimana menggunakan kamera digital. What are the expressions that are used to repeat information? Look at the dialogue on your book? What*

are they?. Beberapa siswa menjawab *"Sorry I was not paying attention."* Guru memujinya *"Yes, great. What about the second dialogue?"* Para siswa menjawab *"Could you please repeat that again?"* Guru menanggapi *"Ya....could you please repeat that again?"*.

7. Bel tanda pelajaran usai berbunyi. Guru mengakhiri pelajaran hari ini. *"Ok, we'll continue next Monday. See you."*

#### #Field Note 4

Day/Date : Monday, August 15<sup>th</sup> 2011

Time : 09.00 – 10.10

1. Peneliti masuk kelas bersama dengan guru. Guru mengucapkan salam dan kemudian memanggil nama siswa satu per satu untuk mengecek kehadiran. Selanjutnya guru mereview materi kemaren. *"Ok, do you still remember what we studied yesterday? Masih inget gak terakhir kita belajar apa?"* Para siswa menjawab *"Ekspresi buat ngulang bu....minta orang lain ngulang omongannya...how to asking repetition bu..."* Guru menanggapi *"Yes, we studied expressions to ask for repetition. Could you tell me what are they? Can you give me the example of expression?"* Para siswa bersahut – sahutan menjawab *"Could you please say that again?.....What's that again..... I don't understand.....What was that again?. I don't understand.....Would you be louder please."* Guru menanggapi *"Ok, good. Itu yang kemarin ibu tulis di whiteboard ya. You can also use other expressions. Take a look at your 'Real Time' page 41. Di sana ada I'm sorry. I was not paying attention. Could you please say that again? Would you mind repeating that? What was that again?"*
2. Guru meminta siswa mempraktekkan *'how to ask repetition expression'* dengan mengerjakan task di buku paket secara berpasangan. Instruksi dari task tersebut sebagai berikut:  
*Work in pairs. Follow the instruction below. If you are student A, look at this page. If you are student B, look at the following page.*

#### Student A

- A. Read the words below to your partner.
- B. Listen to student B and do what student B tells you. Don't hesitate to use expressions of asking for repetition.

Are you ready?  
 Start in the square with the picture of a policeman.  
 Go right one square. Go down three squares. Go left one square.  
 Write the name of your favorite teacher in the empty square.  
 Go right two squares. Go up one square.  
 Write the name of this month in the empty square.  
 Go left one square. Go up one square.  
 Write the name of your favorite food in the empty square.  
 Go up one square. Go left two squares.  
 Write your full name in the empty square.

		(the name of your school)		
	(picture of a running man)			
(your hobby)	(the name of this day)			
		(the name of your English teacher)		

### Student B

1. Listen to student A and do what student A tells you. Don't hesitate to use expressions of partner repetition.
2. Read these words to your partner.

Are you ready?

Start in the square with the picture of a running man.

Go right one square. Go down two squares.

Write the name of your English teacher in the empty square.

Go right one square. Go up one square. Go left two squares.

Write the name of this day in the empty square.

Go right one square. Go up two squares.

Write the name of your school in the empty square.

Go left two squares. Go down two squares.

Write your hobbies in the empty square.

(your full name)	(picture of a policeman)		
		(your favourite food)	
			(the name of this month)
	(the name of your favorite teacher)		

3. Guru mengecek apakah siswa paham atau tidak dengan instruksi di buku paket. "Do you understand? Jadi kalian berpasangan mraktekkin yang di buku paket itu. Yang satu jadi *student A*, yang satu lagi jadi *student B*. Nah waktu yang *student A* mbacain instruksinya, kalau ada yang kurang jelas kalian bertanya menggunakan *asking for repetition expression* ya. Nah dari instruksi tersebut kalian yang *student A* ngisi kolomnya berdasarkan arahan



yang diberikan student B. Terus nanti gantian yang *student B* ngasih instruksi ke *student A*. Yang kolom kedua yang gambarnya *running man* itu buat *student A*, yang kolom pertama yang gambarnya *policeman* buat *student B*. *Is there any question?* Ada beberapa murid bertanya “Prakteknya di sini saja kan Bu? Gak usah maju di depan kelas ya bu.....diisi di buku paket sini gak papa bu?”. Guru menjawab “*Yes, just stay in your own seat....nanti ibu muter ngecek. Oya, itu kan bukunya sekolah, ojo diorek2, make the table in your own notebook. Buat tabelnya di buku kalian ya, kalau gak bisa ngasih gambar ditulisin aja running man ma policeman gitu. Ok, please practice it. Gak lemes kan walaupun puasa?*” beberapa siswa menjawab “Lemes bu...tidur aja bu...capek bu...ngantuk bu....tadi gak saur bu”. Guru menanggapi “*Kan puasa dapat pahala, apalagi kalau sambil belajar pasti pahalanya double. Ok, please. Practice it with your friend.*”

4. Para siswa mempraktekkan dialog tersebut berpasangan dengan teman sebangkunya. Ada yang antusias dan ada juga yang enggan melakukannya dan hanya asyik mengobrol dengan temannya. Guru menegur siswa yang terlihat enggan “ayo, dikerjain tugasnya. *Practice it with your friend....dengan teman sebangkunya. Nanti hasilnya dicocokkan benar pa gak ngisi kolomnya.*”
5. Guru berkeliling memastikan semua siswa aktif berbicara dan melakukan tugasnya. Beliau sesekali memberikan koreksi ketika siswa melakukan *mispronunciation* seperti ketika siswa menggunakan ekspresi “*What was (was) that again?*” Guru mengoreksi “*Not [was] but [wɒz]*. Kemudian ketika siswa mengucapkan *could* dan *would* mereka mengucapkan huruf ‘l’nya. Guru memberikan *feedback* kepada seluruh siswa “Ok, ayo siapa yang nggak bawa kamus hari ini. Jujur ya, bayar ke bendahara, ke Solihah. Coba dari tadi ibu kok dengar kalian ngomong *could* [kuld] dan *would* [wuld]. Coba dicek yang benar gimana. *Open your dictionary please.* Di kamus itu di sebelah katanya kan ada cara ngucapin katanya gimana. Ayo cepet – cepetan ngecek. *One...two...three...five...six...seven...*” guru berhitung sampai 15 sampai siswa menjawab [kud]...[wud]...” Guru menanggapi, ya [kud] dan [wud] l-nya nggak usah dibaca ya. Lain kali kalau kurang yakin atau ingin agar pronounciationnya benar dicek di kamus ya, kan di situ ada cara ngucapin kata yang benar gimana. *Have you finished practiced it?* Banyak siswa yang menjawab “*Not yet, Mam*”. Guru menanggapi “*Ok, I’ll give you five minutes* nanti ibu cek ngisi kolomnya benar pa gak”.
6. 10 menit berlalu. Guru berkeliling lagi dan kemudian berkata pada para siswa “*Ok, good. Most of you do it well*, benar nulisnya di kolom yang benar tapi juga ada beberapa yang salah, yang salah mungkin kurang komunikasi sama temennya, mungkin gak jelas dengernya tapi dia gak ngonfirmasi pakai *asking for repetition expression*.”
7. Bel berbunyi, guru mengakhiri pelajaran hari ini. “Sudah bel. Ketemu lagi ya besok kan ada Bahasa Inggris. *Ok, good bye*”. Siswa menjawab “*Good bye.*”

### #Field Note 5

Day/Date : Tuesday, August 16<sup>th</sup> 2011

Time : 11.05– 12.35

1. Guru masuk kelas bersama dengan peneliti. Seperti biasa setelah mengucapkan salam dan menanyakan kondisi siswa, guru mengecek presensi siswa.

2. Guru mulai *eliciting* materi *speaking* hari ini dengan bertanya pada siswa. “*Aloysius, do you have a pet?*” Siswa yang bernama Aloysius menjawab “*No*”. Guru menanggapi “*Ok, who have a pet?*”. Beberapa siswa mengangkat tangannya. Guru menunjuk salah satu siswa tersebut dan berdialog dengan siswa tersebut:  
 Guru : “*Ok, good. Maria Ivana, what is your pet Maria?*”  
 Maria: “*I have a cat Mam*” .  
 Guru : “*Wow. What kind of cat do you have?*”  
 Maria: “*E...kucing Persia*”  
 Guru : “*Cool. Persian cat. What is its colour?*”  
 Maria : “*Grey and white?*”  
 Guru : “*You have two Persian cats?*”  
 Maria : “*No, the color is two. Warnanya kombinasi putih ma abu – abu gitu Bu.*”  
 Guru : “*Wow grey and white. Ok, good. Thank you.*”
3. Kemudian guru bertanya pada seorang siswa laki – laki “*Lucky, did you cut your hair yesterday?*” Lucky menjawab “*Yes, Mam. Bagus kan Bu saya jadi tambah cakep kan?haha*”  
 Guru menanggapi “*What a nice hair*”.
4. Guru berkata pada seluruh siswa “*Ok, tadi ibu bilang wow, cool, what a nice hair.*ada yang bisa nebak gak itu ungkapan apa? Beberapa siswa menjawab “*memuji bu.....heran bu.....*”. Guru menanggapi “*Are you sure?*”. Siswa menjawab “*Yes*”. Guru menanggapi “*Ok,please look at your Real Time book page 63. You’ll find the answer.*” Setelah para siswa membuka buku paket ada beberapa siswa yang berkata “*showing amazement*”. Guru menanggapi “*Well, yes to show amazement. Mengungkapkan keka...gu..man. Nah itu ada beberapa ekspresi atau ungkapan yang bisa digunakan. Ok, please repeat after me*”. Selanjutnya guru melakukan *pronunciation drilling*.
5. Guru kemudian seperti biasa meminta siswa mempraktekkan dialog yang ada di buku. “*Ok, this is 16<sup>th</sup> August, ok absen 16 Fransisca. Ok, please read and practice the conversation.* Fransisca jadi Mona, terus sebelahnya, Elisabeth jadi Nina.”  
 Dialog yang dibaca adalah sbb:  
 Mona : “*Let me show you my pet. This is my cat, Kitty.*”  
 Nina : “*Wow, what a beautiful cat.*”  
 Mona : “*Thank you.*”  
 Nina : “*How old is she?*”  
 Mona : “*Actually. It’s a he. He is one year old.*”  
 Nina : “*How wonderful. Too bad I can’t have cats in my house.*”  
 Mona : “*Why?*”  
 Nina : “*My father is allergic to cat hair.*”  
 Mona : “*I’m sorry to hear that.*”
6. Guru memberi *feedback* setelah siswa melakukan dialog, “*Ok, good. Thank you.* Nah dari dialog tadi *can you mention showing amazement expression?*” Para siswa menjawab “*Wow. What a beautiful cat. .... How wonderful*”. Guru menanggapi “*Good. You are right. Wow what a beautiful cat ....and then..... how wonderful.* O ya tadi yang betul bukan [alergik] ya tapi yang bener [əˈlɜːdʒɪk] ya. Ok, sekarang Fransisca nunjuk temannya buat praktek dialog selanjutnya” Fransisca menjawab “*e...Marcellinus Bu*”. Guru kemudian menunjuk Marcellinus untuk mempraktekkan dialog selanjutnya dengan teman sebangkunya.  
 Dialognya sbb:  
 A : “*What a beautiful waterfall!*”

B : *"I agree with you."*

Selanjutnya guru meminta Marcellinus untuk menunjuk temannya untuk mempraktekkan dialog selanjutnya. Dia menunjuk temannya yang bernama Muttaqin. Muttaqin dan teman sebangkunya membaca dan mempraktekkan dialog selanjutnya. Isi dialog tersebut adalah sbb:

A : *"The twin towers in Malaysia are so cool."*

B : *"Yes. They are one of the tallest buildings in the world."*

Seperti sebelumnya, guru meminta Muttaqin untuk menunjuk temannya untuk mempraktekkan dialog selanjutnya. Dia menunjuk temannya yang bernama Dicky. Dicky dan teman sebangkunya membaca dan mempraktekkan dialog selanjutnya. Isi dialog tersebut adalah sbb:

A : *"How high is the pyramid?"*

B : *"I think it's about 500 feet."*

A : *"That's amazing!"*

B : *"Yes, it is. I couldn't believe my eyes when I saw it."*

Selanjutnya guru memberi *feedback* secara keseluruhan *"Ok, good, thank you. E...[bɪldɪŋ] ya not [bʌldɪŋ] and then [taʊə] not [təwər]. Terus [pɪrəˈmɪd] not [pɪrʌmɪd]. Ok, nah sekarang itu di bawahnya ada 4 gambar. The first one is a picture of mountain, second itu ada pemandangan kota di malam hari, the third is the tall building, and the last is beach. Ok, please use expression of amazement to respond the picture. I'll give you 15 minutes to think. Nanti ibu akan menunjuk secara acak siapa saja yang ibu mau. Ok, is there any question?"* Siswa – siswa menjawab *"No."* kemudian melakukan apa yang diperintahkan guru. Ada yang menuliskan ekspresinya, ada juga yang berdiskusi dengan teman sebangkunya."

7. Kurang lebih 15 menit berlalu. Guru menunjuk siswa *"Ok, please Haryo. Respond to the first picture."* Haryo menjawab *"What a beautiful mountain and scenery."* Guru memberi pujian *"Good. And then Candra Dwi, the second picture please."* Candra menjawab *"Oh my gosh. This city is amazing."* Guru memberi pujian *"Very good, Candra. Now please e..tunjuk siapa lagi selanjutnya"*. Candra menyebut nama Fahrudin tapi ternyata Fahrudin belum siap dan kemudian Candra menunjuk Muttaqin. Muttaqin menjawab *"I can't believe my eyes. This building is incredible"*. Guru memberi pujian *"wah dari tadi boys terus ya. Sekarang coba cewek yang terakhir. Irene, please."* Irene menjawab *"Whoa. Did you see that? It's a beautiful beach."* Guru menanggapi *"Well done. Pinter – pinter semua memang anak kelas 9 A."*
8. Beberapa saat kemudian bel berbunyi, guru mengakhiri pelajaran hari ini dengan mengucapkan *good bye*.

### C. FIELD NOTES ANALYSIS

#### List of Codes:

EC : explicit correction

E : elicitation

Rp : repetition

MF : metalinguistic Feedback

R : recast

CR : clarification request

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	Rp
1.	Guru kemudian memberi <i>feedback</i> dengan mengoreksi <i>mispronunciation</i> siswa ketika mengucapkan kata <i>recipe</i> .	√					
2.	Guru memberi <i>feedback</i> dengan mengoreksi <i>mispronunciation</i> siswa ketika mengucapkan kata <i>saw</i> .	√					
3.	Guru kemudian memberi <i>feedback</i> dengan mengoreksi <i>mispronunciation</i> siswa ketika mengucapkan kata <i>refrigerator</i> .	√					
4.	Guru langsung menunjukkan kesalahan siswa ketika siswa mengucapkan <i>saw</i> , “ <i>not [sau] but [sɔ:]</i> ”.	√					
5.	Guru memberi <i>feedback</i> pada penampilan kedua siswa tersebut, “ <i>Good...but...the sky is cloudy not cloud. Cloud</i> itu awan, kalau mendung baru <i>cloudy</i> .”	√					
6.	<i>And then how do you say ‘sure’, Febri?”</i>					√	
7.	“ <i>Vivin, which one is correct? You are not believe me</i> atau <i>you do not believe me?</i> ”					√	
8.	<i>And then look at the sky NOT look the sky</i> , karena <i>here after look</i> ada <i>object</i> jadinya pake <i>at</i> , udah gandengan gitu <i>look at</i> jadi bukan <i>look to</i> .	√					
9.	<i>Yes, the correct expression is ‘I am sure’ NOT ‘I become sure’.</i>	√					
10.	<i>Class, is it true to say ‘Do you study last night?’</i>				√		
11.	<i>And then why did Harry say ‘Please cheat me?’</i> padahal kan yang belajar Haryo?			√			
12.	Guru langsung mengoreksi kesalahan <i>mispronunciation</i> siswa yaitu ketika mereka mengucapkan <i>digital</i> [dɪɡɪtəl].	√					
13.	Guru langsung mengoreksi kesalahan <i>mispronunciation</i> siswa yaitu ketika mereka mengucapkan <i>button</i> [bʊtʌn].	√					
14.	Guru langsung mengoreksi kesalahan <i>mispronunciation</i> siswa yaitu ketika mereka mengucapkan <i>blurry</i> [blʌri].	√					
15.	“OK, good. Em...[plʌɪəz] not [plɪərs]....”	√					

(continued)

(continued)

No.	Data	Types of Feedback						
		EC	R	CR	MF	E	Rp	
16.	Coba dari tadi ibu kok dengar kalian ngomong <i>could</i> [kuld] dan <i>would</i> [wuld]. Coba dicek yang bener ngucapinnya gimana. <i>Open your dictionary please.</i>					√		
17.	O ya tadi yang betul bukan [alergik] ya tapi yang bener [ə'le:dʒik] ya.	√						
18.	E...[bɪldɪŋ] <i>ya not</i> [bʌldɪŋ].	√						
19.	<i>and then</i> [taʊə] <i>not</i> [təwər]	√						
20.	Terus [pɪrəmid] <i>not</i> [pɪrʌmid].	√						
	<b>Total</b>	<b>16</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>21</b>

**List of codes**

P : phonological error    L : lexical error    I : interpretive error  
 G : grammatical error    Pr : pragmatic error

No.	Data	Categories of Feedback				
		P	G	L	I	Pr
1.	Guru kemudian memberi <i>feedback</i> dengan mengoreksi <i>mispronunciation</i> siswa ketika mengucapkan kata <i>recipe</i> .	√				
2.	Guru memberi <i>feedback</i> dengan mengoreksi <i>mispronunciation</i> siswa ketika mengucapkan kata <i>saw</i> .	√				
3.	Guru kemudian memberi <i>feedback</i> dengan mengoreksi <i>mispronunciation</i> siswa ketika mengucapkan kata <i>refrigerator</i> .	√				
4.	Guru langsung menunjukkan kesalahan siswa ketika siswa mengucapkan <i>saw</i> , “ <i>not</i> [sau] <i>but</i> [sɔ:]”.	√				
5.	Guru memberi <i>feedback</i> pada penampilan kedua siswa tersebut, “ <i>Good...but...the sky is cloudy not cloud. Cloud</i> itu awan, kalau mendung baru <i>cloudy</i> .”			√		
6.	<i>Yes, the correct expression is ‘I am sure’ NOT ‘I become sure’.</i>		√			

No.	Data	Categories of Feedback				
		P	G	L	I	Pr
7.	<i>Class, is it true to say 'Do you study last night?'</i>		√			
8.	<i>And then why did Harry say 'Please cheat me?'</i> padahal kan yang belajar Haryo?				√	
9.	Guru langsung mengoreksi kesalahan mispronunciation siswa yaitu ketika mereka mengucapkan <i>digital</i> [dɪɡɪtəl].	√				
10.	Guru langsung mengoreksi kesalahan mispronunciation siswa yaitu ketika mereka mengucapkan <i>button</i> [bʊtən].	√				
11.	Guru langsung mengoreksi kesalahan mispronunciation siswa yaitu ketika mereka mengucapkan <i>blurry</i> [blʌri].	√				
12.	“OK, good. Em...[plaiəʒ] not [plɪərs]....	√				
13.	Guru mengoreksi “ <i>Not</i> [wʌs] <i>but</i> [wɒz].	√				
14.	Coba dari tadi ibu kok dengar kalian ngomong <i>could</i> [kʊld] dan <i>would</i> [wʊld]. Coba dicek yang bener ngucapinnya gimana. <i>Open your dictionary please.</i>	√				
15.	O ya tadi yang betul bukan [ʌlɜːɡɪk] ya tapi yang bener [əˈlɜːdʒɪk] ya.	√				
16.	E...[bɪldɪŋ] ya not [bʌldɪŋ].	√				
17.	<i>and then</i> [təʊə] not [təwər].	√				
18.	Terus [pɪrəməɪd] not [pɪrʌməɪd].	√				
<b>Total</b>		<b>15</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>-</b>
						<b>21</b>

## D. INTERVIEW GUIDELINES

### A. FOR TEACHER

1. Seberapa sering Ibu memberi *feedback speaking* kepada para siswa?
2. Bagaimana Ibu mengoreksi kesalahan *speaking* para siswa? (jawaban bisa lebih dari satu)
3. Apa tujuan ibu memberikan *feedback* dalam *speaking* kepada siswa?
4. Apakah Ibu menggambarkan kemampuan bahasa para siswa (kelebihan/kekurangan mereka) lewat *feedback* yang Ibu berikan?
5. Bagaimana cara Ibu memberikan *feedback* dalam *speaking* kepada siswa?
6. Ketika memberikan *feedback* dalam *speaking* apakah Ibu juga menjelaskan tentang *rule* dalam Bahasa Inggris dan memberi contoh?
7. Apakah Ibu memberikan komentar tentang proses belajar siswa dalam *speaking*? Misalnya dengan membandingkan *speaking* siswa hari ini dengan pertemuan yang lalu.
8. Dalam memberikan *speaking feedback* apakah Ibu mempertimbangkan penggunaan bahasa yang Ibu gunakan (menggunakan *comprehensible input*)?
9. Menurut Ibu apakah siswa menjadi lebih termotivasi dalam *speaking* dengan *feedback* yang Ibu berikan dibandingkan dengan nilai yang mereka dapatkan?
10. Apakah Ibu mempertimbangkan kelebihan dan kekurangan siswa dalam memberikan *speaking feedback*?
11. Apakah ibu memberikan komentar yang berbeda terhadap siswa yang kemampuan *speaking*nya tinggi dan yang kemampuannya rata-rata?
12. Apakah ibu mempertimbangkan kepribadian siswa dalam memberikan *feedback*?
13. Apakah salah satu tujuan Ibu dalam memberikan *speaking feedback* untuk mengarahkan siswa agar mereka bisa menemukan/memperbaiki kesalahan mereka sendiri (*autonomous learner*)?
14. Kesalahan apa dalam *speaking* siswa yang sering Ibu koreksi? (jawaban bisa lebih dari satu)
15. Apakah *feedback* yang ibu berikan dalam *speaking* objektif?
16. Apakah menurut Ibu *speaking feedback* yang Ibu berikan cukup jelas bagi para siswa?
17. Apakah para siswa selalu menuruti koreksi *speaking* yang Ibu berikan?
18. Apakah menurut Ibu para siswa sangat memerlukan masukan dalam *speaking*?
19. Setelah mendapatkan koreksi *speaking* , apakah para siswa termotivasi untuk memperbaiki kesalahannya?
20. Apakah ada siswa yang pernah merasa jengkel dengan koreksi-koreksi *speaking* Ibu?
21. Ketika mendapatkan koreksi dari Ibu, apakah apakah hal tersebut mengganggu proses penuangan ide siswa dalam *speaking*?

### B. FOR STUDENTS

1. Seberapa sering kamu mendapat koreksi /masukan dari gurumu saat *speaking*?
2. Bagaimana cara gurumu membenarkan kesalahan *speaking*mu?
  - a. langsung menunjukkan bagian yang salah dan memberitahu bentuk yang benar
  - b. mengulangi kalimat yang kamu ucapkan tetapi dalam bentuk yang benar
  - c. memintamu untuk mengulangi ucapanmu dalam bentuk yang benar
  - d. memintamu untuk mengulangi ucapanmu supaya lebih jelas

- e. memberi petunjuk bahwa ada yang salah dalam ucapanmu sehingga kamu dapat membenarkannya sendiri
- f. memancingmu untuk mengucapkan kalimat yang benar dengan memberikan pertanyaan
- g. memancingmu untuk mengucapkan kalimat yang benar dengan memintamu melengkapi ucapan beliau
- h. mengulangi ucapanmu dalam bentuk yang benar tetapi hanya pada bagian yang salah, bukan keseluruhan

Dari cara – cara tersebut, mana yang lebih kamu suka? Kenapa?

3. Hal apa yang sering dikoreksi gurumu dalam *speaking*? (tata bahasa/pengucapan/ pemilihan kata / ide (isi))
4. Mana yang menurutmu lebih penting dalam *speaking*? Jelaskan alasanmu!
5. Apakah gurumu memberitahu kelebihan dan kekuranganmu dalam *speaking*?
6. Apakah gurumu sering memberi penjelasan lebih (tentang *rule*) atau memberikan contoh setelah kamu mengerjakan *speaking task*?
7. Apakah gurumu mengomentari *speakingmu* saat ini dengan yang kemarin?
8. Apakah kamu mempelajari kosakata dan struktur kalimat Bahasa Inggris dari *feedback* yang diberikan gurumu?
9. Apakah masukan dari gurumu memberimu motivasi untuk meningkatkan *speakingmu*?
10. Setelah mendapatkan *speaking feedback* berkali – kali dari gurumu apakah kamu dapat menyadari/menemukan kesalahanmu sendiri dalam *speaking*?
11. Apakah *feedback* yang diberikan gurumu objektif (apa adanya)?
12. Apakah koreksi yang diberikan gurumu pada *speaking* jelas?
13. Apakah kamu mengerti dan memahami maksud koreksi *speaking* yang diberikan gurumu?
14. Apakah kamu selalu menuruti koreksi *speaking* yang diberikan gurumu? Jelaskan alasanmu!
15. Apakah kamu sangat memerlukan masukan dari gurumu dalam *speaking*? Jelaskan alasanmu!
16. Setelah mendapatkan koreksi *speaking* dari gurumu, apakah kamu termotivasi untuk memperbaiki kesalahanmu? Jelaskan alasanmu!
17. Apakah yang kamu rasakan ketika mendapat koreksi *speaking* dari gurumu?
18. Apakah kamu pernah merasa jengkel dengan koreksi-koreksi gurumu?
19. Ketika mendapatkan koreksi dari gurumu, apakah itu mengganggu proses penuangan ide-ide-mu dalam *speaking*? Jelaskan



## E. INTERVIEW TRANSCRIPTS

### Codes:

R: researcher      T : teacher      S: student

### #Interview Transcript 1

Day/ Date : Saturday, August 13, 2011

- R : Permissi Bu, bisa minta waktunya bentar buat *interview* bisa nggak Bu?
- T : Iya mbak, mau tanya apa?
- R : Ini Bu soal *feedback* yang Ibu berikan kepada siswa dalam *speaking*. Ibu kasih *feedback* kepada para siswa sering nggak Bu?
- T : Ya lumayan sering mbak.
- R : *Feedback*nya tiap pertemuan atau hanya pada saat siswa melakukan kesalahan Bu?
- T : Ya tiap pertemuan lah mbak. Pasti kan ada yang perlu diberikan *feedback* apalagi saat *speaking*. Namanya juga murid masih belajar mbak pasti ya masih salah – salah apalagi Bahasa Inggris bukan bahasa kita *dewe to* mbak? Saya aja yang udah ngajar bertaun-taun kadang ya bikin kesalahan pas ngomong Bahasa Inggris, wajar lah mbak namanya juga manusia, hehe. Kalau *feedback* tu gak hanya ngasi tau kesalahan kan mbak, kadang juga pujian pokoknya refleksi dari *speaking*nya siswa gitu gimana saya omongin ke mereka gitu mbak. *Rak betul to* yang dimaksud *feedback* kayak gitu?
- R : Iya Bu, betul. Kira – kira yang sering salah – salah gitu pas *speaking* siswa dalam hal apa ya Bu?
- T : Ya...masih banyak siswa yang salah *pronunciation* dan dalam membuat kalimat biasanya *grammar* mereka salah – salah gitu mbak, mungkin grogi atau gimana gitu ya mbak. Jadi kadang siswa ada yang saat pelajaran tentang *grammar* gitu bagus tapi pas saat ngomong *grammarnya* salah.
- R : Oh gitu ya Bu. Terus cara ibu buat mengoreksi kesalahan siswa gimana Bu? (sambil memberi daftar pernyataan tentang cara memberikan *corrective feedback* sbb: )
- langsung menunjukkan bagian *speaking* siswa yang salah dan memberitahu bentuk yang benar (*explicit correction*)
  - mengulangi kalimat salah yang diucapkan oleh siswa tetapi dalam bentuk yang benar (*recast*)
  - meminta siswa untuk mengulangi ucapan salahnya tetapi dalam bentuk yang benar (*clarification request*)
  - meminta siswa untuk mengulangi ucapannya jika saya tidak mengerti dan memintanya untuk menjelaskan kalimat atau kata yang dimaksud agar saya mengerti dengan apa yang dimaksud siswa (*clarification request*)
  - memberi petunjuk bahwa ada yang salah dalam ucapan siswa sehingga siswa dapat membenarkannya sendiri (*metalinguistic feedback*)
  - memancing siswa untuk mengucapkan kalimat yang benar dengan memberikan pertanyaan terkait dengan kesalahannya (*elicitation*)
  - memancing siswa untuk mengucapkan kalimat yang benar dengan meminta siswa melengkapi ucapan saya (*elicitation*)
  - mengulangi ucapan siswa dalam bentuk yang benar tetapi hanya pada bagian yang salah, bukan keseluruhan (*repetition*)

- T : Yang ini mbak, memancing siswa untuk mengucapkan kalimat yang benar dengan memberikan pertanyaan terkait dengan kesalahannya memancing siswa untuk mengucapkan kalimat yang benar dengan meminta siswa melengkapi ucapan saya, sama langsung langsung menunjukkan bagian *speaking* siswa yang salah dan memberitahu bentuk yang benar.
- R : Dari cara - cara tersebut yang sering diterapkan yang mana Bu?
- T : Hmm sama seringnya mbak.
- R : Kenapa ibu memilih cara – cara tersebut dalam memberikan *speaking feedback* kepada siswa?
- T : Kalau yang mancing – mancing itu biar siswa lebih berpikir dan saya jadi lebih tau kemampuan mereka menguasai materi, bisa *nyaut* apa nggak gitu dengan pertanyaan yang saya berikan terus akhirnya mereka tau kesalahan mereka dan akhirnya bisa mbenerin gitu mbak. Intinya biar siswanya juga aktif mbak kan pembelajaran saat ini mengharuskan siswa aktif to? Jadi saya gak nyuapin mereka terus gitu istilahnya biar mereka gak bergantung terus sama saya.
- R : Iya Bu. Terus kalau yang langsung mbenerin kesalahan siswa secara langsung alasannya apa Bu?
- T : Itu biar hemat waktu aja mbak jadi langsung dibenerin gitu, kalau harus mancing – mancing atau member pertanyaan gitu kan lama mbak apalagi buat siswa yang kurang atau yang *loading*nya lama,hehe.
- R : Ok, Bu. Terimakasih besok saya tanya – tanya lagi ya Bu, terimakasih.
- T : Njijh mbak.

## #Interview Transcript 2

Day/ Date : Monday, August 15, 2011

- R : Bu, boleh minta waktunya lagi buat tanya – tanya?
- T : Oh boleh mbak mau tanya apa lagi, silakan.
- R : Dari pemberian *feedback* apakah Ibu mendapatkan informasi tentang kemampuan siswa dalam *speaking* Bu?
- T : Ya dari *feedback* yang saya berikan saya kan melihat tentang *speaking* siswa mbak jadi saya bisa tahu kesalahan mereka pada bagian apa, oh berarti si A kurang dalam ini, si B sudah bagus dalam *pronunciation*, si C *grammar*nya suka salah – salah gitu. Kemudian komentar maupun koreksi saya, saya sampaikan lewat *feedback* kepada para siswa.
- R : Oh gitu ya Bu. Terus tujuan Ibu memberikan *speaking feedback* kepada siswa apa ya Bu?
- T : Agar siswa bisa mengucapkan dan menggunakan kata yang benar mbak pas ngomong Bahasa Inggris gitu.
- R : Terus ibu menggambarkan kemampuan bahasa para siswa nggak Bu lewat *feedback* yang Ibu berikan? Misalnya Ibu memberi tahu kelebihan dan kekurangan mereka dalam *speaking* gitu Bu.
- T : Iya mbak.
- R : Kenapa Bu alasannya?
- T : Ya biar siswa jadi lebih termotivasi dengan kemampuan mereka mbak.
- R : Terus cara Ibu buat memberikan *feedback* dalam *speaking* kepada siswa gitu satu per satu atau secara kolektif Bu?
- T : Dua – duanya mbak tergantung keadaan. Kalau ada siswa yang melakukan kesalahan gitu kadang langsung saya kasih *feedback* kepada yang bersangkutan terus biasanya nanti

- kesalahan – kesalahan tersebut saya bahas bersama – sama secara klasikal jadi saya ngasih *speaking feedback*nya juga kolektif mbak.
- R : Ketika Ibu memberikan *speaking feedback* apa Ibu juga menjelaskan tentang *rule* dalam Bahasa Inggris dan memberi contoh Bu?
- T : Iya mbak, biar siswa jadi lebih jelas gitu dan kalau mereka melakukan kesalahan gitu terus *digathukke* sama *rule* dalam bahasa Inggris biasanya siswa bisa jadi lebih *titen* kalau kayak gini tu gak boleh, yang bener tu kayak gini. Gitu mbak.
- R : Oh gitu ya Bu. Apa ibu juga memberi komentar tentang proses belajar siswa dalam speaking? Misalnya dengan membandingkan *speaking* siswa hari ini dengan pertemuan yang lalu?
- T : Iya biar ada bandingannya gitu mbak jadi mereka tau kemampuan mereka dari hari ke hari tu makin meningkat atau menurun.
- R : Apa ketika ibu memberi feedback buat mereka dalam speaking ibu juga memberikan saran agar speaking mereka jadi lebih baik gitu bu?
- T : Iya mbak.
- R : Bisa tolong diberi contoh sarannya seperti apa bu?
- T : Ya misalnya kalau ngomong yang lebih keras biar suaranya lebih jelas biar bisa didengar oleh teman – temannya yang lain.
- R : Kalau saran tentang language use gitu pernah gak bu?
- T : Ya paling saya benerin dan kasih tau ucapannya yang benar kalau siswa nglakuin mispronunciation mbak, kalau nggak ya saya suruh liat gimana cara ngucapin kata tersebut yang bener di kamus. Ya gitu aja sih mbak sama saya juga nyaranin yang penting harus PD n gak takut salah kalau ngomong bahasa inggris, lebih baik salah tapi jadi tau kesalahannya jadi nanti gak ngulangi kesalahannya lagi daripada takut salah terus gak pernah nyoba ngomong gitu mbak.
- R : Pertanyaan selanjutnya yaitu dalam memberikan *speaking feedback* apa Ibu mempertimbangkan penggunaan bahasa yang Ibu gunakan? Menggunakan *comprehensible input* gitu Bu.
- T : Iya mbak soalnya kan siswa belajar dari ucapan maupun bahasa yang saya gunakan jadi saya menggunakan bahasa yang kira – kira dimengerti sama siswa mbak biar *ngedongnya* gampang mbak.
- R : Tapi level bahasa yang ibu gunakan dalam mengajar terutama dalam memberikan feedback sedikit lebih tinggi gak bu dibandingkan dengan level bahasa siswa?
- T : Iya lah mbak pasti. Kan mereka juga belajar dari ucapan – ucapan saya, kan peran guru selain sebagai model juga sebagai pemberi language input yang baik.
- R : Berarti bisa dibilang siswa bisa belajar tentang vocabulary dan struktur kalimat bahasa Inggris dari ucapan ibu termasuk pada feedback ibu ya?
- T : Iya mbak.

### #Interview Transcript 3

Day/ Date : Saturday, 10 September, 2011

- R : Bu Karti, maaf mengganggu lagi mau tanya – tanya lagi nih Bu.
- T : Iya mbak nggak papa.
- R : Menurut Ibu siswa jadi lebih termotivasi nggak Bu dengan *speaking feedback* yang Ibu berikan dibandingkan dengan nilai yang mereka dapatkan?

- T : Sejauh ini iya mbak.
- R : Menurut Ibu siswa jadi lebih termotivasi nggak Bu dengan *speaking feedback* yang Ibu berikan dibandingkan dengan nilai yang mereka dapatkan?
- T : Sejauh ini iya mbak.
- R : Apa Ibu mempertimbangkan kelebihan dan kekurangan siswa dalam memberikan *feedback*?
- T : Iya mbak, kalau mereka saya kasih *feedback* dan saya tunjukkan kelebihan mereka, mereka pasti senang dan makin semangat buat *speaking* sedangkan kekurangan mereka yang saya tunjukkan itu bisa jadi cambuk buat mereka biar bisa mengatasi kekurangan mereka jadi *speaking*nya tambah bagus gitu mbak.
- R : Apakah ibu memberikan komentar yang berbeda terhadap siswa yang kemampuan *speaking*nya tinggi dan yang kemampuannya rata – rata?
- T : Iya mbak, buat yang kemampuannya tinggi saya kasih *feedback* berupa pujian tapi tetep saja saya kasi tau kekurangan mereka apa jadi *speaking*nya bisa lebih bagus lagi. Buat yang kemampuannya rendah saya tunjukkan kesalahan atau kekurangan mereka biar *speaking* mereka meningkat terus saya kasih *feedback* juga buat meningkatkan *speaking* mereka kayak kata – kata motivasi gitu.
- R : Hmm, terus apa ibu mempertimbangkan kepribadian siswa dalam memberi *feedback* kepada mereka?
- T : Iya mbak, siswa kekanak –kanakkan yang mudah ngambek gitu saya kasih *feedback*nya dengan kalimat yang pemilihan kata - katanya hati – hati, kalau anak yang lebih dewasa gitu kadang saya ngasih *feedback*nya dengan *guyon* dan agak *ngece* mbak biar santai gitu.
- R : Apakah salah satu tujuan Ibu dalam memberikan *speaking feedback* kepada siswa agar mereka bisa menemukan atau menyadari kesalahan mereka sendiri, jadi *autonomus learner* gitu Bu?
- T : Iya mbak kalau tiap kesalahan siswa dibenerin terus – terusan nanti kan lama – lama dia jadi tau sendiri kesalahannya apa dan tidak mengulangi kesalahannya lagi.
- R : Terus yang sering dikoreksi dalam *speaking* tentang apa Bu? Tata bahasa, pengucapan, pemilihan kata, atau ide dan isi omongan mereka, atau ada yang lain gitu Bu?
- T : Tentang pengucapan mbak biar siswa bener pengucapannya jadi nanti kesalahannya gak berlarut – larut nantinya dan jadi kebiasaan gitu mbak.
- R : Apakah menurut Ibu dalam memberi *feedback* kepada siswa Ibu memberikannya dengan obyektif?
- T : Iya mbak, saya memberikannya dengan tidak membedakan – bedakan siswa yang satu dengan lainnya jadi sesuai dengan kemampuan mereka.
- R : Begitu ya bu, terus sejauh ini apakah Ibu memberikan *speaking feedback* dengan jelas? Mungkin dilihat dari respon siswa gitu Bu.
- T : Jelas mbak, walaupun tidak jelas mereka saya suruh tanya.
- R : Terus apa para siswa selalu nurutin koreksi *speaking* yang Ibu berikan?
- T : Iya.
- R : Apa menurut Ibu para siswa sangat memerlukan masukan dalam *speaking*?
- T : Iya mbak kan Bahasa Inggris itu bukan bahasa asli kita jadi kita pasti banyak kekurangan dalam *speaking*, apalagi para siswa yang masih belajar Bahasa Inggris jadi mereka perlu dikasih masukan biar *speaking* mereka makin baik dari hari ke hari.
- R : Kemudian menurut Ibu apa siswa jadi termotivasi untuk memperbaiki kesalahan *speaking* mereka setelah Ibu memberikan koreksi pada mereka? Apa mereka juga menjadi

- termotivasi untuk meningkatkan speaking mereka bu?
- T : Iya mbak, jarang banget ada siswa yang mengulangi kesalahan yang sama yang sudah mereka perbuat sebelumnya kalau kesalahan itu sudah saya berikan koreksi. Iya mbak setelah mendapat masukan siswa jadi tau yang bener, jadinya speaking mereka semakin membaik gitu mbak.
- R : Apa ada siswa yang pernah merasa jengkel dengan koreksi – koreksi speaking Ibu?
- T : Ya namanya siswa kepribadiannya berbeda jadi ya pasti ada satu atau dua yang mudah tersinggung mbak jadi kalau saya kasih koreksian gitu mereka diam atau cemberut gitu kan berarti pertanda kalau mereka jengkel sama saya mbak. Tapi buat saya itu tidak masalah, kalau mereka jengkel kan berarti teringat terus jadi mereka tidak akan mengulangi kesalahan yang sama.
- R : Terus ketika mendapatkan koreksi dari Ibu apakah para siswa merasa terganggu dalam menuangkan ide mereka dalam *speaking*?
- T : Saya rasa nggak mbak.
- R : Ya udah bu, cukup sekian *interview*nya. Makasih banyak ya Bu atas waktunya/
- T : *Njiih* mbak, sama – sama.

#### # Interview Transcript 4

Date of Interview : August 8<sup>th</sup>, 2011

Student : Martiningsih

- R : Halo dek, namanya siapa? Mau tanya – tanya bentar ni soal koreksi dan masukan *speaking* yang biasanya diberikan sama Bu Karti pas pelajaran gitu.
- S : Martiningsih mbak.
- R : Ok dek Marti. Tiap pelajaran Bahasa Inggris Bu Karti sering ngasih koreksi atau masukan gitu gak waktu kamu ngomong dalam Bahasa Inggris?
- S : Sering mbak.
- R : Terus biasanya ibunya mbenerin kesalahannya gimana? Ini dipilih yang mana, dicentang gitu ya (*sambil menunjukkan daftar cara-cara memberikan feedback dalam speaking*). Jawabannya bisa lebih dari satu lho.
- S : Ini mbak (*sambil menyerahkan daftar yang sudah dicentang*).
- R : Oh ini, berarti ada 4 ya?
1. (no.1) Langsung menunjukkan bagian yang salah dan memberitahu bentuk yang benar (*explicit correction*),
  2. (no.2) mengulangi kalimat yang kamu ucapkan tetapi dalam bentuk yang benar (*recast*),
  3. (no.5) memberi petunjuk bahwa ada yang salah dalam ucapanmu sehingga kamu dapat membenarkannya sendiri (*elicitation*), dan yang terakhir,
  4. (no.7) memancingmu untuk mengucapkan kalimat yang benar dengan memintamu melengkapi ucapan beliau (*elicitation*),
- S : Iya mbak.
- R : Yakin cuma ini aja?
- S : Kayaknya cuma itu deh mbak.
- R : Terus dari cara – cara tersebut yang kamu lebih suka yang mana? Yang nomor berapa?
- S : Yang nomor 5 mbak.
- R : Berarti yang memberi petunjuk bahwa ada yang salah dalam ucapanmu sehingga kamu

- dapat membenarkannya sendiri itu ya?
- S : Iya mbak.
- R : Alasannya kenapa tuh kok milih yang itu nggak yang lain?
- S : Soalnya biar bisa motivasi kita mbak.
- R : Terus yang sering dikoreksi dalam *speaking* tu biasanya tentang apa sih? Tata bahasa, pemilihan kata, pengucapan, atau ide/isi omongan gitu, atau ada lainnya gitu?
- S : Pengucapan deh seringnya.
- R : Terus menurut kamu lebih penting mana sih dapat *feedback* atau masukan dalam *speaking* gitu atau yang penting dapat nilai aja?
- S : Dapat masukan.
- R : Kenapa tuh alasannya?
- S : Ya, biar lebih baik gitu mbak *speaking*nya.
- R : Terus ibunya suka ngasih tahu nggak kelebihan dan kekuranganmu pas *speaking* gitu?
- S : Kadang – kadang sih mbak.
- R : Terus kalau kamu ngomong Bahasa Inggris gitu ibunya suka ngasih penjelasan nggak tentang aturan – aturan dalam Bahasa Inggris gitu sama ngasih contoh gak?
- S : Iya mbak.
- R : Terus ibunya suka ngasih komentar nggak tentang *speaking* kamu saat ini misalnya dengan kemarin. Misalnya lebih lancar, lebih baik gitu dibandingkan yang kemarin.
- S : Iya mbak.
- R : Bu karti sering ngasih saran gak dek tentang penggunaan bahasa Inggris kalian?
- S : Iya mbak.
- R : Terus kamu belajar kosakata dan struktur kalimat Bahasa Inggris nggak dari masukan yang dikasih sama Ibu?
- S : Iya.
- R : Terus kamu jadi termotivasi nggak sih setelah dapet masukan gitu dari ibu?
- S : Hmm,iya.
- R : Terus setelah dapat masukan dari ibu berkali – kali gitu kamu bisa sadar atau nemuin kesalahanmu sendiri nggak dalam *speaking*?
- S : Iya mbak.
- R : Terus *feedback* yang diberi sama Bu Karti dalam *speaking* gitu objektif nggak? Maksudnya apa adanya gitu, kalau bener ya dibilang bener, kalau salah ya salah, nggak pilih kasih juga.
- S : Iya mbak objektif.
- R : Terus *feedback* yang diberikan sama bu guru dalam *speaking* gitu menurut kamu jelas nggak?
- S : Jelas.
- R : Kamu ngerti dan paham dengan koreksi yang diberikan sama Ibu?
- S : Iya mbak.
- R : Terus kamu nurut nggak sama koreksi *speaking* yang diberikan ma Ibu?
- S : Nurut mbak.
- R : Kenapa tuh alasannya?
- S : Ya biar bener.
- R : Terus menurut kamu perlu nggak sih masukan *speaking* kayak gitu?
- S : Perlu.
- R : Kenapa tuh?

- S : Ya biar makin bagus mbak *speaking*ya.  
 R : Terus setelah dapat masukan dari Ibu gitu kamu termotivasi nggak buat memperbaiki kesalahan *speaking*mu?  
 S : Iya.  
 R : Terus kalau dapat koreksi *speaking* gitu yang kamu rasakan apa?  
 S : Biasa aja.  
 R : Pernah jengkel nggak sih kalau pas dibenerin gitu *speaking*nya?  
 S : Nggak sih.  
 R : Terus kalau kamu pas *speaking* dikoreksi gitu ngganggu nggak buat nuangin ide pas ngomong?  
 S : Nggak.  
 R : Ok deh gitu aja. Makasih banyak ya.  
 S : Sama – sama mbak.

### # Interview Transcript 5

Date of Interview : August 8<sup>th</sup>, 2011

Student : Oktavia Saraswati

- R : Halo dek, namanya siapa? lagi sibuk nggak nih?  
 S : Okta mbak.  
 R : Nama lengkapnya?  
 S : Oktavia Saraswati  
 R : Ok dek Okta. Pas pelajaran Bahasa Inggris gitu Bu Karti sering nggak sih ngasih koreksi atau masukan gitu gak waktu kamu ngomong dalam Bahasa Inggris?  
 S : Ya, sering mbak.  
 R : Terus biasanya gimana sih cara ibunya mbenerin kesalahanmu? Ini dipilih yang mana, dicentang gitu ya (*sambil menunjukkan daftar cara-cara memberikan feedback dalam speaking*). Jawabannya bisa lebih dari satu lho.  
 S : Yang ini mbak (*sambil menyerahkan daftar yang sudah dicentang*).  
 R : berarti ada 4 ya?  
 1. (no.1) Langsung menunjukkan bagian yang salah dan memberitahu bentuk yang benar (*explicit correction*),  
 2. (no.2) mengulangi kalimat yang kamu ucapkan tetapi dalam bentuk yang benar (*recast*),  
 3. (no.5) memberi petunjuk bahwa ada yang salah dalam ucapanmu sehingga kamu dapat membenarkannya sendiri, dan yang terakhir (*elicitation*),,  
 4. (no.7) memancingmu untuk mengucapkan kalimat yang benar dengan memintamu melengkapi ucapan beliau (*elicitation*),,  
 R : Terus dari cara – cara tersebut yang kamu lebih suka yang mana dek?  
 S : Yang memberi petunjuk bahwa ada yang salah dalam ucapanmu sehingga kamu dapat membenarkannya sendiri tu mbak  
 R : Alasannya apa?  
 S : Ya biar motivasi kita mbak biar *speaking*nya bener.  
 R : Terus yang sering dikoreksi dalam *speaking* tu biasanya tentang apa sih? Tata bahasa, pemilihan kata, pengucapan, ide/isi omongan atau yang lain?  
 S : Em..Pengucapan deh mbak.

- R : Terus menurut kamu penting mana sih dapat *feedback* atau masukan gitu atau nilai aja?
- S : Dapat masukan mbak.
- R : Kenapa tuh alasannya?
- S : Ya, biar bagus gitu *speaking*nya.
- R : Terus Bu Karti suka ngasih tahu kelebihan dan kekuranganmu pas *speaking* gitu nggak?
- S : Iya mbak.
- R : Kalau kamu ngomong Bahasa Inggris gitu ibunya ngasih penjelasan nggak tentang aturan – aturan dalam Bahasa Inggris gitu sama ngasih contoh gak?
- S : Iya mbak.
- R : Terus ibunya suka ngasih komentar nggak tentang *speaking* kamu hari ini dengan yang sebelumnya. Misalnya lebih lancar gitu dibandingkan yang kemarin.
- S : Iya mbak.
- R : Bu karti sering ngasih saran gak dek tentang penggunaan bahasa Inggris kalian?
- S : Iya mbak.
- R : Kamu belajar kosakata dan struktur kalimat Bahasa Inggris dari masukan yang dikasih sama Ibunya nggak?
- S : Iya mbak.
- R : Terus kamu jadi termotivasi nggak sih setelah dapet masukan gitu dari ibu?
- S : Iya.
- R : Terus setelah dapat masukan dari Bu Karti berkali – kali kamu bisa sadar atau nemuin kesalahanmu sendiri dalam *speaking* nggak?
- S : Iya mbak.
- R : Terus *feedback*nya Bu Karti tu dalam *speaking* menurutmu objektif nggak? Maksudnya apa adanya gitu, kalau bener ya dibilang bener, kalau salah ya salah.
- S : Iya mbak.
- R : *Feedback* yang diberikan sama beliau dalam *speaking* menurut kamu jelas nggak?
- S : Cukup Jelas.
- R : Kamu ngerti dan paham dengan koreksi yang diberikan sama Ibu?
- S : Ngerti.
- R : Terus kamu nurut nggak sama koreksi *speaking* yang diberikan ma Ibu?
- S : Nurut mbak.
- R : Kenapa tuh alasannya?
- S : Ya biar bisa *speaking* yang bener gitu mbak.
- R : Terus menurut kamu perlu nggak sih masukan *speaking* kayak gitu?
- S : Perlu.
- R : Kenapa tuh?
- S : Ya biar baik mbak *speaking*nya.
- R : Setelah dapat masukan dari Ibunya gitu kamu termotivasi nggak buat memperbaiki kesalahan *speaking*mu?
- S : Iya.
- R : Kalau dapat koreksi *speaking* gitu yang kamu rasakan apa?
- S : Netral mbak.
- R : Pernah jengkel nggak sih kalau pas dibenerin gitu *speaking*nya?
- S : Nggak.
- R : Terus kalau kamu pas *speaking* dikoreksi gitu ngganggu nggak buat nuangin ide pas ngomong?



- S : Tidak.  
 R : Ok deh ,makasih banget ya.  
 S : Ok mbak.

### # Interview Transcript 6

Date of Interview : August 8<sup>th</sup>, 2011  
 Student : Herlina Boru Saragi

- R : Hai dek, boleh nanya-nanya bentar gak? O ya namanya siapa ni?  
 S : Herlina mbak.  
 R : Nama lengkapnya?  
 S : Herlina Boru Saragi.  
 R : Ok, Bu Karti sering nggak sih ngasih masukan gitu waktu kamu ngomong Bahasa Inggris?  
 S : Sering mbak.  
 R : Cara mbenerin kesalahan kamu dalam *speaking* gimana tuh? (*sambil menunjukkan daftar cara-cara memberikan feedback dalam speaking*)  
 S : Ini mbak.  
 R : O ya jawabannya bisa lebih dari satu lho. Ok, berarti ada dua ya. Langsung menunjukkan bagian yang salah dan memberitahu bentuk yang benar (*explicit correction*) sama mengulangi kalimat yang kamu ucapkan tetapi dalam bentuk yang benar (*recast*).  
 S : Iya mbak.  
 R : Terus yang kamu lebih suka yang mana tu?  
 S : Yang pertama mbak.  
 R : Yang langsung menunjukkan bagian yang salah dan memberitahu bentuk yang benar tu ya? Kenapa tuh kok milih yang itu?  
 S : Biar kesalahan kita langsung ketahuan gitu mbak.  
 R : Oh gitu. Terus yang sering dikoreksi dalam *speaking* apa sih biasanya? Tata bahasa, pemilihan kata, pengucapan, atau ide, isi omongan atau apa gitu?  
 S : Pemilihan kata deh sama pengucapan.  
 R : Terus menurut kamu lebih penting dapet masukan kayak gitu atau dapat nilai saja? Asal nilainya bagus masukan gitu gak perlu deh misalnya kayak gitu.  
 S : Dapet masukan lah mbak.  
 R : Kenapa tuh?  
 S : Biar tahu kesalahan kita jadi *speaking*nya lebih baik gitu.  
 R : Oh gitu ya, terus Ibu sering ngasi tau kelebihan dan kekurangan kamu dalam *speaking* gak? Misalnya ngomongnya dah lancar tapi mungkin ucapannya masih ada yang salah – salah gitu.  
 S : Iya sih mbak  
 R : Terus setelah kamu ngomong bahasa Inggris kayak gitu Bu guru sering memberi penjelasan gak tentang aturan – aturan Bahasa Inggris sama ngasih contohnya gitu?  
 S : Tidak deh.  
 R : Terus bu guru sering mbandingin nggak *speaking* kamu saat ini sama yang sebelumnya kayak gitu?

- S : Nggak.
- R : Bu karti sering ngasih saran gak dek tentang penggunaan bahasa Inggris kalian?
- S : Iya mbak.
- R : Kamu belajar struktur kalimat bahasa Inggris sama kosakata dari *feedback* yang diberikan sama bu guru nggak?
- S : Nggak.
- R : Wah, nggak ya? Kok bisa nggak ya?
- S : Ya kadang nggak dong mbak.
- R : Atau mungkin gara – gara duduknya di belakang ya?
- S : Ya mungkin mbak, ini kan soalnya tempat duduknya digilir muter gitu.
- R : Hmm gt ya, terus kalau dapat *feedback* dalam *speaking* gitu kamu jadi termotivasi gak untuk meningkatkan *speaking* kamu?
- S : Iya mbak,
- R : Terus setelah dapat *speaking feedback* berkali – kali gitu kamu jadi sadar dan bisa nemuin kesalahan kamu sendiri gak?
- S : Dikit sih mbak, soalnya gak suka bahasa Inggris.
- R : Terus menurut kamu *feedback* yang diberikan sama Bu guru objektif nggak? Maksudnya apa adanya gitu, kalau salah ya salah terus kalau benar ya dibilang benar gitu.
- S : Ho'o mbak.
- R : Koreksi yang diberikan dalam *speaking* jelas nggak?
- S : Kadang jelas kadang nggak mbak.
- R : Kamu paham dan ngerti dengan maksud koreksi *speaking* gurumu gak?
- S : Paham mbak.
- R : Terus kamu nuruti koreksi *speaking* yang diberikan sama Bu guru nggak?
- S : Iya.
- R : Kenapa alasannya?
- S : Ya biar *speaking*nya lebih bagus mbak.
- R : Kamu merasa sangat perlu nggak sih sama koreksi *speaking* kayak gitu?
- S : Iya mbak.
- R : Terus kamu jadi termotivasi buat memperbaiki kesalahan kamu?
- S : Iya.
- R : Yang kamu rasakan apa sih setelah dapat koreksi dari Ibu?
- S : Seneng mbak jadi agak dong.
- R : Kamu pernah ngrasa jengkel nggak sih kalau dibenerin kesalahannya gitu?
- S : Nggak pernah tuh.
- R : Kalau dapat koreksi kayak gitu kamu jadi kesulitan gak nuangin ide dalam *speaking*?
- S : Nggak mbak.
- R : Ok dek, makasih banyak ya.
- S : Iya mbak.

### # Interview Transcript 7

Date of Interview : August 8<sup>th</sup>, 2011

Student : Solihah Sri Handayani

- R : Dek lagi sibuk nggak?
- S : Nggak kok mbak.
- R : Boleh nanya – nanya bentar nggak ni? O ya nama lengkapnya siapa?
- S : Solihah Sri Handayani mbak. boleh mbak, mau nanya – nanya soal apa ni?
- R : Soal masukan atau koreksi yang dikasi ma Bu Karti pas kalian ngomong Bahasa Inggris gitu. Ibunya sering nggak sih ngasih masukan atau *feedback* gitu dalam *speaking*?
- S : Sering mbak.
- R : Terus cara beliau buat mbenerin kesalahan kamu dalam *speaking* gimana tuh? (*sambil menunjukkan daftar cara-cara memberikan feedback dalam speaking*)
- S : Yang dua ini mbak.
- R : Yang langsung menunjukkan bagian yang salah dan memberitahu bentuk yang benar (*explicit correction*) sama mengulangi kalimat yang kamu ucapkan tetapi dalam bentuk yang benar (*recast*) ni ya?
- S : Iya mbak.
- R : Terus yang kamu lebih suka yang mana tu?
- S : Yang pertama mbak.
- R : Kenapa tuh kok milih yang itu?
- S : Biar gak usah mikir gitu, hehe.
- R : Oh gitu. Terus yang sering dikoreksi dalam *speaking* apa? Tata bahasa, pemilihan kata, pengucapan, atau ide dan isi omongan atau lainnya?
- S : Pemilihan kata sama pengucapan mbak. Tata bahasa tu maksudnya gimana mbak?
- R : Ya misalnya kalau jamak kurang –s di belakangnya dikasi tau gitu.
- S : Oh iya mbak berarti tata bahasa juga.
- R : Terus menurut kamu pentingan dapet masukan kayak gitu atau dapat nilai thok?
- S : Dapat *feedback* lah mbak.
- R : Kenapa?
- S : Ya biar tahu mbak yang salah gimana, yang bener gimana.
- R : Oh gitu ya, terus sering dikasi tau nggak kelebihan dan kekuranganmu dalam *speaking*? Misalnya ngomongnya lancar tapi kata – katanya pemilihannya kurang bener gitu.
- S : He, iya kadang – kadang.
- R : Setelah kamu ngomong bahasa Inggris kayak gitu Bu Guru sering memberi penjelasan gak tentang aturan – aturan Bahasa Inggris sama ngasih contohnya gitu?
- S : Emm, nggak sih.
- R : Terus beliau sering komentar nggak soal *speaking*mu saat ini sama yang sebelumnya?
- S : Nggak pernah tuh.
- R : Bu karti sering ngasih saran gak dek tentang penggunaan bahasa Inggris kalian?
- S : Iya mbak.
- R : Kamu belajar tentang struktur kalimat Bahasa Inggris sama kosakata dari *feedback* yang diberikan sama Bu Guru nggak?
- S : Nggak.

- R : Wah kok bisa nggak ya?  
 S : Nggak mudeng bahasa Inggris mbak.  
 R : Hmm gitu ya, terus kalau dapat *feedback* dalam *speaking* gitu jadi termotivasi gak untuk meningkatkan *speaking*mu?  
 S : Iya mbak,  
 R : Terus setelah dapat *speaking feedback* terus - terusan gitu kamu jadi sadar dan bisa nemuin kesalahan kamu sendiri gak?  
 S : Iya mbak.  
 R : Terus menurut kamu *feedback* yang diberikan sama Bu Karti objektif nggak? Maksudnya apa adanya gitu, kalau salah ya salah terus kalau bener ya dibilang bener gitu.  
 S : Iya.  
 R : Koreksi yang diberikan dalam *speaking* jelas nggak?  
 S : Jelas sih mbak.  
 R : Kamu paham dan ngerti dengan maksud koreksi *speaking*nya?  
 S : Kadang paham kadang nggak sih mbak.  
 R : Kamu nurut nggak ma koreksi *speaking* yang diberikan sama beliau?  
 S : Iya.  
 R : Kenapa alasannya?  
 S : Ya biar *speaking*nya lebih bagus mbak.  
 R : Kamu merasa sangat perlu nggak sih sama koreksi *speaking* kayak gitu?  
 S : Iya mbak.  
 R : Kamu jadi termotivasi buat memperbaiki kesalahan kamu?  
 S : Iya.  
 R : Yang kamu rasakan apa setelah dapat koreksi dari Ibu?  
 S : Seneng mbak jadi tau mana salahnya.  
 R : Kamu pernah ngrasa jengkel nggak sih kalau dibenerin kesalahannya gitu?  
 S : Nggak mbak.  
 R : Kalau dapat koreksi gitu jadi kesulitan gak nuanging ide dalam *speaking*?  
 S : Nggak mbak, nggak ngaruh.  
 R : Ok dek gitu aja, makasih banyak ya.  
 S : Iya mbak.

### # Interview Transcript 8

Date of Interview : August 8<sup>th</sup>, 2011

Student : Aloisius Bagus

- R : Hai dek, boleh minta waktunya sebentar nggak buat tanya – tanya?  
 S : Boleh mbak.  
 R : Dengan dek siapa ya?  
 S : Aloisius Bagus.  
 R : Ini nih mau tanya – tanya soal masukan atau koreksi yang diberikan Bu Karti dalam *speaking*. Sering nggak sih ibunya ngasih masukan kayak gitu?  
 S : Iya, sering mbak.  
 R : Terus cara mbenerin kesalahan dalam *speaking* tu kayak gimana sih? (*sambil menunjukkan daftar cara-cara memberikan feedback dalam speaking*)

- S : Yang ini mbak (menunjukkan pernyataan yang dipilih olehnya)
- R : Dua ini ya berarti? Mengulangi kalimat yang kamu ucapkan tetapi dalam bentuk yang benar (*recast*) dan memancingmu untuk mengucapkan kalimat yang benar dengan memberikan pertanyaan (*elicitation*). Terus yang kamu lebih suka yang mana dan alasannya apa?
- S : Yang mancing dengan memberi pertanyaan gitu mbak biar agak mikir.
- R : Terus yang dikoreksi dalam *speaking* apa aja sih? Tata bahasa, pemilihan kata, pengucapan, atau ide dan isi omongan gitu?
- S : Tata bahasa dan pengucapan mbak.
- R : Terus menurutmu yang lebih penting dalam *speaking* apa sih, asal dapat nilai bagus atau dapat masukan kayak gitu?
- S : Dapat masukan mbak biar tambah bagus *speaking*nya dan tau salahnya.
- R : Bu Karti sering ngasi tau kelebihan dan kekuranganmu dalam *speaking* gak?
- S : Iya.
- R : Terus sering ngasi penjelasan dan contoh setelah kamu ngerjain *speaking task*?
- S : Iya.
- R : Suka ngasih komentar nggak *speaking* hari ini dengan yang kemaren gitu?
- S : Iya.
- R : Bu karti sering ngasih saran gak dek tentang penggunaan bahasa Inggris kalian?
- S : Iya mbak.
- R : Terus kamu jadi belajar kosakata dan struktur kalimat Bahasa Inggris nggak dari masukan yang diberikan gurumu?
- S : Iya.
- R : Kamu jadi termotivasi untuk meningkatkan *speaking*mu?
- S : Iya.
- R : Terus setelah dapat masukan berkali – kali gitu kamu jadi sadar dan nemuin kesalahanmu nggak?
- S : Iya.
- R : Wah jawabannya iya terus dari tadi.
- S : Lha emang bener iya kok mbak,hee.
- R : Masukan yang diberi sama bu guru objektif atau apa adanya nggak? Kalau bener ya dibilang bener kalau salah ya dibilang salah gitu.
- S : Iya mbak.
- R : Apa koreksi yang diberikan dalam *speaking* tersebut jelas?
- S : Iya.
- R : Kamu ngerti dan paham dengan maksud dari koreksi *speaking* bu guru?
- S : Iya.
- R : Kamu selalu nuruti koreksi *speaking* dari Ibu?
- S : Ya kadang sih mbak.
- R : Kok kadang?
- S : Ya kalau koreksinya salah mbak jadi nggak kuturuti.
- R : Oh gitu. Menurutmu kamu perlu nggak sih sama masukan dari gurumu gitu dalam *speaking*?
- S : Iya.
- R : Kamu jadi termotivasi nggak dengan masukan tersebut?
- S : Iya.

- R : Setelah mendapatkan koreksi speaking dari bu guru gitu rasanya gimana sih?  
 S : Biasa aja mbak,  
 R : Pernah ngerasa jengkel nggak dengan koreksi dari bu guru?  
 S : Pernah mbak kalau pas bener dibilang salah.  
 R : Terus kalau dapat koreksian gitu *speakingmu* jadi terganggu gak? Maksudnya idenya pas ngomong jadi terhambat apa nggak gitu?  
 S : Nggak mbak.  
 R : Ok dek, makasih banyak ya atas waktunya.  
 S : Sama – sama mbak.

### # Interview Transcript 9

Date of Interview : August 9<sup>th</sup>, 2011

Student : Annisa Rima

- R : Halo dek, lagi sibuk nggak?  
 S : Nggak kok mbak.  
 R : Ok kalau gitu aku tanya – tanya bentar boleh nggak?  
 S : Tanya – tanya soal apa ni mbak?  
 R : Ini nih soal *feedback* atau masukan dalam *speaking* yang sering dikasih sama Bu Karti. Kalau pas ngomong Bahasa Inggris gitu gimana caranya Ibunya mbenerin kesalahanmu atau ngasih komentar tentang *speakingmu* gitu.  
 S : Oh itu mbak.  
 R : Ibunya sering nggak sih ngasih masukan gitu pas kamu ngomong Bahasa Inggris?  
 S : Sering.  
 R : Terus caranya Ibunya buat mbenerin kesalahanmu tu kayak gimana sih? (*sambil menunjukkan daftar cara-cara memberikan feedback dalam speaking*). Dicentang aja yang mana yang biasanya dipakai ibunya buat mbenerin kesalahan.  
 S : Ini mbak.  
 R : Ada 4 ya.  
 1. (no.1) langsung menunjukkan bagian yang salah dan memberitahu bentuk yang benar (*explicit correction*).  
 2. (no.3) memintamu untuk mengulangi ucapanmu dalam bentuk yang benar (*clarification request*).  
 3. (no.4) memintamu untuk mengulangi ucapanmu supaya lebih jelas (*clarification request*)..  
 4. (no.5) memberi petunjuk bahwa ada yang salah dalam ucapanmu sehingga kamu dapat membenarkannya sendiri (*elicitation*).  
 S : Iya mbak.  
 R : Terus menurutmu yang kamu lebih suka yang mana tuh?  
 S : Yang no. 5 mbak.  
 R : Kenapa?  
 S : Ya biar kita punya pendapat dan opini sendiri gitu mbak.  
 R : Oh gitu, wah keren dek. Terus yang sering dikoreksi dalam *speaking* tu tentang apa? Tata bahasa, pemilihan kata, pengucapan, ide atau yang lainnya gitu?  
 S : Pengucapan sama intonasi mbak.  
 R : Terus menurutmu yang lebih penting dalam *speaking* apa sih? Dapat masukan kayak

- gitu atau yang penting dapat nilai?
- S : Ya dapat masukan mbak biar bisa nambah ilmu gitu.
- R : Terus Bu guru ngasih tau kelebihan dan kekuranganmu dalam speaking nggak?
- S : Iya.
- R : Terus sering ngasih penjelasan dan contoh yang bener nggak setelah kamu ngomong bahasa Inggris gitu?
- S : Iya.
- R : Ibunya suka ngomentari *speaking*mu dengan mbandingin *speaking*mu hari ini dengan yang kemarin gitu nggak?
- S : Iya.
- R : Bu karti sering ngasih saran gak dek tentang penggunaan bahasa Inggris kalian?
- S : Iya mbak.
- R : Kamu belajar kosakata dan struktur kalimat bahasa Inggris nggak dari masukan yang dikasi sama bu guru?
- S : Iya.
- R : Masukan dari gurumu memberimu motivasi untuk meningkatkan *speaking*mu nggak?
- S : Iya.
- R : Setelah mendapatkan masukan speaking dari gurumu berkali – kali apa kamu jadi bisa nemuin atau menyadari kesalahanmu dalam *speaking* nggak?
- S : Iya.
- R : Masukan yang dikasih sama bu guru objektif nggak sih? Maksudnya apa adanya gitu, kalau bener ya dibilang bener, kalau salah ya salah, nggak pilih kasih gitu.
- S : Iya mbak, objektif.
- R : Terus koreksi yang diberikan dalam speaking jelas nggak?
- S : Jelas.
- R : Kamu ngerti dan paham dengan koreksi dari Bu guru?
- S : Iya mbak.
- R : Apa kamu selalu nuruti koreksi speaking beliau?
- S : Ya, kadang – kadang sih mbak.
- R : Kok kadang – kadang?
- S : Ya kadang – kadang kan kita punya pendapat sendiri mbak.
- R : Oh gitu. Tapi kamu merasa sangat perlu nggak sih sama masukan gitu pas kamu ngomong bahasa Inggris?
- S : Perlu mbak biar tau salahnya di mana gitu
- R : Setelah dapat koreksi speaking dari gurumu gitu kamu termotivasi nggak buat memperbaiki kesalahanmu.
- S : Iya lah mbak biar bener.
- R : Terus yang sering kamu rasakan apa sih kalau dapat koreksi speaking gitu?
- S : Biasa aja mbak.
- R : Kamu pernah jengkel nggak sama koreksi – koreksi dari gurumu?
- S : Pernah mbak.
- R : Waktu gimana tuh?
- S : Kalau pas bener tapi dibilang salah gitu.
- R : Oh gitu ya, terus masukan atau koreksi *speaking* dari bu guru ngganggu kamu pas nuangin ide dalam *speaking* nggak sih?
- S : Nggak mbak.

R : Ok deh, udah dek gitu aja. Makasih banyak ya.  
S : Ya mbak.

### # Interview Transcript 10

Date of Interview : August 9<sup>th</sup>, 2011

Students : Cornelius Hari Ch.

R : Dek, boleh tanya – tanya bentar nggak?  
S : Boleh mbak, tanya apa?  
R : Bu Karti sering ngasih masukan atau *feedback* nggak kalau pas kalian ngomong Bahasa Inggris gitu?  
S : Sering mbak.  
R : Terus caranya Ibunya buat mbenerin kesalahanmu gimana? (*sambil menunjukkan daftar cara-cara memberikan feedback dalam speaking*). Dicentang aja di samping pernyataannya.  
S : Ini mbak.  
R : Ada 2 ya.  
1. (no.1) langsung menunjukkan bagian yang salah dan memberitahu bentuk yang benar (*explicit correction*).  
2. (no.5) memberi petunjuk bahwa ada yang salah dalam ucapanmu sehingga kamu dapat membenarkannya sendiri (*elicitation*).  
R : Terus menurutmu yang kamu lebih suka yang mana tuh?  
S : Yang no. 1 mbak.  
R : Kenapa?  
S : Biar kita langsung tahu salahnya mbak.  
R : Hmm gitu ya? Yang sering dikoreksi dalam *speaking* apa? Tata bahasa, pemilihan kata, pengucapan, ide atau ada yang lain?  
S : Pengucapan sama tata bahasa mbak.  
R : Terus menurutmu yang lebih penting dalam *speaking* apa? Dapat masukan atau yang penting dapat nilai?  
S : Dapat masukan mbak.  
R : Kenapa?  
S : Ya biar bisa ngomong bahasa Inggris mbak.  
R : Ibunya sering ngasih tau kelebihan dan kekuranganmu dalam *speaking* nggak?  
S : Iya mbak, kadang.  
R : Sering dikasih penjelasan sama contoh yang bener gitu nggak setelah kamu ngomong Bahasa Inggris?  
S : Iya mbak.  
R : Bu Karti ngasih komentar *speaking*mu hari ini dengan pertemuan yang sebelumnya gitu nggak?  
S : Iya mbak kadang .  
R : Bu karti sering ngasih saran gak dek tentang penggunaan bahasa Inggris kalian?  
S : Iya mbak.  
R : Kamu belajar tentang kosakata dan struktur kalimat Bahasa Inggris nggak dari masukan yang dikasih sama Ibunya?  
S : Iya mbak.



- R : Setelah dapat *feedback* atau masukan gitu kamu jadi termotivasi nggak untuk meningkatkan *speaking*mu?
- S : Iya mbak.
- R : Setelah dapat masukan berkali – kali kayak gitu kamu jadi sadar n dapat nemuin kesalahanmu dalam *speaking* nggak?
- S : Iya mbak.
- R : Terus koreksi yang diberikan dalam *speaking* obyektif nggak sih? Maksudnya tu kalau bener ya dibilang bener kalau salah ya dibilang salah.
- S : Iya mbak.
- R : Koreksi dalam *speaking*nya jelas nggak?
- S : Jelas mbak.
- R : Kamu ngerti dan paham dengan masukan tersebut?
- S : Iya mbak.
- R : Kamu selalu nuruti koreksian *speaking* yang dikasih ma gurumu nggak?
- S : Iya lah mbak.
- R : kamu merasa sangat perlu nggak sih sama masukan gitu pas kamu ngomong bahasa Inggris?
- S : Perlu mbak biar tambah pinter.
- R : Setelah dapat koreksi *speaking* dari gurumu gitu kamu termotivasi nggak buat memperbaiki kesalahanmu.
- S : Iya lah mbak biar tambah pinter ngomong Bahasa Inggrisnya.
- R : Apa yang sering kamu rasakan setelah dapat koreksi *speaking* gitu?
- S : Kadang biasa, kadang ya agak jengkel mbak.
- R : Terus kalau dapat masukan atau koreksi gitu ngganggu proses penuangan idemu dalam *speaking* nggak?
- S : Iya mbak kadang kagol malah gak jadi ngomong.
- R : Hm gitu ya, ya sudah dek gitu aja. Makasih ya.
- S : Sama – sama mbak.

### # Interview Transcript 11

Date of Interview : August 9<sup>th</sup>, 2011

Student : Muhammad Farooq

- R : Dek sibuk nggak? Mau tanya – tanya bentar ni.
- S : Tanya apa mbak?
- R : Soal *feedback* atau masukan yang sering dikasih sama Bu Karti waktu kalian ngomong Bahasa Inggris. Kalau pas kalian ngomong Bahasa Inggris gitu Ibunya sering ngasih masukan atau komentar nggak?
- S : Sering.
- R : Terus cara beliau buat mbenerin kesalahan kalian dalam *speaking* tu kayak gimana sih? (*sambil menunjukkan daftar cara-cara memberikan feedback dalam speaking*). Dicentang aja ni pilihannya.
- S : Ini mbak, ada 3.
- R : Ada 3 ya.
1. (no.1) langsung menunjukkan bagian yang salah dan memberitahu bentuk yang benar (*explicit correction*).

2. (no.3) memintamu untuk mengulangi ucapanmu dalam bentuk yang benar (*clarification request*).
  3. (no.6) memancingmu untuk mengucapkan kalimat yang benar dengan memberikan pertanyaan (*clarification request*).
- R : Terus menurutmu yang kamu lebih suka dan efektif yang mana tuh?
- S : Yang no. 1 mbak.
- R : Yang langsung nunjkin bagian yang salah dan memberitahu bentuk yang benar tu ya? Kenapa tuh kok milih yang itu?
- S : Iya mbak. Ya biar langsung tau kesalahan kita mbak, gak susah gitu.
- R : Oh gitu. Terus yang sering dikoreksi dalam *speaking* tu tentang apa? Tata bahasa, pemilihan kata, pengucapan, ide atau ada yang lain?
- S : Tata bahasa sama pengucapan mbak.
- R : Terus menurutmu yang lebih penting dalam *speaking* apa sih? Dapat masukan atau *feedback* gitu atau dapat nilai saja?
- S : Dapat masukan lah mbak.
- R : Kenapa?
- S : Ya biar kita gak ngulangi kesalahan lagi mbak.
- R : Ibunya sering ngasi tau kelebihan dan kekuranganmu dalam *speaking* gak?
- S : Iya.
- R : Ibunya suka ngomentari *speaking*mu hari ini dibandinging dengan yang kemarin gitu nggak?
- S : Jarang sih mbak,
- R : Bu karti sering ngasih saran gak dek tentang penggunaan bahasa Inggris kalian?
- S : Iya mbak.
- R : Kamu belajar kosakata dan struktur kalimat bahasa Inggris nggak dari masukan yang dikasi sama bu guru?
- S : Iya.
- R : Masukan dari gurumu memberimu motivasi untuk meningkatkan *speaking*mu nggak?
- S : Iya.
- R : Setelah mendapatkan masukan *speaking* dari gurumu berkali – kali apa kamu jadi bisa nemuin atau menyadari kesalahanmu dalam *speaking* nggak?
- S : Kadang – kadang mbak.
- R : Masukan yang dikasih sama bu guru obyektif nggak sih? Maksudnya apa adanya gitu, kalau bener ya dibilang bener, kalau salah ya dibilang salah gitu.
- S : Iya mbak.
- R : Terus koreksi yang diberikan dalam *speaking* jelas nggak?
- S : Iya.
- R : Kamu ngerti dan paham dengan koreksi dari Bu guru?
- S : Tergantung mood sih mbak.
- R : Apa kamu selalu nuruti koreksi *speaking* yang diberikan Bu guru?
- S : Iya.
- R : Kamu merasa sangat perlu nggak sama masukan gurumu pas kamu ngomong bahasa Inggris?
- S : Perlu mbak.
- R : Kenapa?
- S : Biar lebih baik mbak ngomong bahasa Inggrisnya.

- R : Kamu jadi termotivasi nggak buat memperbaiki kesalahanmu setelah dapat *feedback* dari gurumu?
- S : Iya mbak.
- R : Kenapa?
- S : Ya biar bisa ngomong Bahasa Inggris yang bener mbak.
- R : Yang kamu rasain apa sih setelah dapat masukan kayak gitu?
- S : Biasa aja sih mbak.
- R : Tapi pernah jengkel nggak setelah dapat masukan kayak gitu?
- S : Nggak pernah mbak.
- R : Kalau dapat masukan gitu ngganggu kamu buat ngomong Bahasa Inggris nggak sih?
- S : Nggak sih mbak.
- R : Ok deh gitu aja, makasih banyak ya.
- S : Yo'i mbak.

## F. QUESTIONNAIRE

### Kuesioner

Nama :

Kelas :

No. Urut :

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi dan sikap Anda dalam pembelajaran Bahasa Inggris terkait dengan *feedback* yang diberikan guru dalam kegiatan *speaking*. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang berjudul ” *The Characteristics of Teacher’s Feedback in the Speaking Activities of the 9<sup>th</sup> Grade Students of SMP N 2 Depok*”.

Informasi yang Anda berikan akan sangat berguna dan penting bagi keberhasilan penelitian yang dilakukan dan sama sekali tidak berpengaruh terhadap hal-hal lain di luar keperluan penelitian. Oleh karena itu, kesungguhan dan kejujuran Anda sekalian sangat dihargai.

Atas perhatian dan kerja sama Anda dalam mengisi kuesioner ini, saya ucapkan banyak terima kasih.

Wahyu Anggraeni

Mahasiswi Jurusan Pendidikan Bahasa

Inggris ’06

Universitas Negeri Yogyakarta

**Kuesioner 1****Jenis – jenis *Feedback***

Bagaimanakah cara guru Bahasa Inggris Anda membenarkan kesalahan Anda dalam *speaking*? Untuk setiap pernyataan berikut ini, lingkari hanya satu nomor saja (4, 3, 2, atau 1) yang paling sesuai dengan pendapat Anda. Mohon diisi berdasarkan pemikiran Anda saat ini, bukan jawaban yang mungkin diharapkan oleh peneliti. Lingkari nomor yang sesuai untuk tiap pernyataan berikut.

4= sangat setuju (SS)

2= tidak setuju (TS)

3= setuju (S)

1= sangat tidak setuju (STS)

No.	Pernyataan	SS	S	TS	STS
1.	Guru saya mengoreksi kesalahan <i>speaking</i> saya dengan langsung menunjukkan bagian ucapan saya yang salah dan memberitahu bentuk yang benar.	4	3	2	1
2.	Guru saya mengulangi ucapan saya yang salah tetapi dalam bentuk yang benar.	4	3	2	1
3.	Guru saya meminta saya untuk mengulangi ucapan saya dalam bentuk yang benar.	4	3	2	1
4.	Guru saya meminta saya untuk mengulangi ucapan saya atau meminta saya untuk menjelaskannya agar beliau mengerti dengan apa yang saya ucapkan.	4	3	2	1
5.	Guru saya memberi petunjuk bahwa ada yang salah dalam ucapan saya sehingga saya dapat membenarkannya sendiri.	4	3	2	1
6.	Guru saya memancing saya untuk mengucapkan kalimat yang benar dengan memberikan pertanyaan.	4	3	2	1
7.	Guru saya memancing saya untuk mengucapkan kalimat yang benar dengan meminta saya melengkapi ucapan beliau.	4	3	2	1
8.	Guru saya mengulangi ucapan saya dalam bentuk yang benar tetapi hanya pada bagian yang salah, bukan keseluruhan.	4	3	2	1

## **Kuesioner 2**

### **Kategori *Feedback***

Hal apa yang dikoreksi oleh guru Bahasa Inggris Anda dalam *speaking*? Untuk setiap pernyataan berikut ini, lingkari hanya satu nomor saja (5, 4, 3, 2, atau 1) berdasarkan frekuensi yang terjadi dalam kegiatan *speaking* di kelas Anda. Mohon diisi berdasarkan pemikiran Anda saat ini, bukan jawaban yang mungkin diharapkan oleh peneliti. Lingkari nomor yang sesuai untuk tiap pernyataan berikut.

5 = selalu (SL)

2 = jarang (JR)

4 = sering (SR)

1 = tidak pernah (TP)

3 = kadang-kadang (KD)

No.	Pernyataan	SL	SR	KD	JR	TP
1.	Guru saya memberikan <i>feedback speaking</i> dalam hal tata bahasa.	5	4	3	2	1
2.	Guru saya memberikan <i>feedback speaking</i> dalam hal pemilihan kata.	5	4	3	2	1
3.	Guru saya memberikan <i>feedback speaking</i> dalam hal pengucapan kata.	5	4	3	2	1
4.	Guru saya memberikan <i>feedback speaking</i> dalam hal ide/isi.	5	4	3	2	1

### **Kuesioner 3**

#### **Tujuan *feedback***

Bagaimanakah Anda menilai *feedback* yang diberikan guru Anda dalam *speaking*? Untuk setiap pernyataan berikut ini, lingkari hanya satu nomor saja (4, 3, 2, atau 1) yang paling sesuai dengan pendapat Anda. Mohon diisi berdasarkan pemikiran Anda saat ini, bukan jawaban yang mungkin diharapkan oleh peneliti. Lingkari nomor yang sesuai untuk tiap pernyataan berikut.

4= sangat setuju (SS)

2= tidak setuju (TS)

3= setuju (S)

1= sangat tidak setuju (STS)

<b>No.</b>	<b>Pernyataan</b>	<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
1.	Saya lebih suka mendapatkan <i>feedback</i> dalam <i>speaking</i> untuk mengetahui kekurangan dan kelebihan saya dalam <i>speaking</i> daripada hanya sekedar mendapatkan nilai.	4	3	2	1
2.	Guru saya memberi komentar dengan membandingkan <i>speaking</i> saya saat ini dengan sebelumnya.	4	3	2	1
3.	Guru saya memberikan komentar <i>speaking</i> dengan menjelaskan aturan dalam Bahasa Inggris.	4	3	2	1
4.	Guru saya memberikan komentar <i>speaking</i> dengan memberikan contoh <i>speaking</i> yang benar.	4	3	2	1
5.	Guru saya memberikan komentar dan saran tentang penggunaan Bahasa Inggris saya (benar atau tidaknya).				
6.	Saya mempelajari penggunaan kosakata baru dalam kalimat dari <i>feedback</i> yang disampaikan guru saya dalam <i>speaking</i> .	4	3	2	1
7.	Saya mempelajari penggunaan struktur kalimat dari <i>feedback</i> yang disampaikan guru saya dalam <i>speaking</i> .	4	3	2	1
8.	Masukan yang diberikan guru saya dalam <i>speaking</i> memotivasi saya untuk berbicara Bahasa Inggris dengan lebih baik.	4	3	2	1
9.	Guru saya memperhatikan kelebihan dan kekurangan <i>speaking</i> saya ketika memotivasi saya untuk meningkatkan <i>speaking</i> .	4	3	2	1
10.	Setelah mendapatkan <i>feedback</i> dalam <i>speaking</i> berkali – kali, saya dapat mengoreksi <i>speaking</i> saya sendiri ketika saya melakukan kesalahan.	4	3	2	1

### **Kuesioner 4**

#### **Persepsi siswa terhadap *feedback* guru**

Bagaimanakah tanggapan Anda terhadap *feedback* yang diberikan guru Anda dalam *speaking*? Untuk setiap pernyataan berikut ini, lingkari hanya satu nomor saja (4, 3, 2, atau 1) yang paling sesuai dengan pendapat Anda. Mohon diisi berdasarkan pemikiran Anda saat ini, bukan jawaban yang mungkin diharapkan oleh peneliti. Lingkari nomor yang sesuai untuk tiap pernyataan berikut.

4= sangat setuju (SS)

2= tidak setuju (TS)

3= setuju (S)

1= sangat tidak setuju (STS)

No.	Pernyataan	SS	S	TS	STS
1.	<i>Feedback</i> yang diberikan guru saya dalam <i>speaking</i> objektif (apa adanya).	4	3	2	1
2.	<i>Feedback</i> yang diberikan guru saya dalam <i>speaking</i> jelas.	4	3	2	1
3.	Saya mengerti dan paham dengan maksud <i>feedback</i> yang diberikan guru saya.	4	3	2	1
4.	<i>Feedback</i> yang diberikan guru saya dalam <i>speaking</i> memotivasi saya untuk bisa bicara dalam Bahasa Inggris dengan lebih baik.	4	3	2	1
5.	Koreksi yang diberikan guru saya dalam <i>speaking</i> membantu saya meningkatkan kemampuan <i>speaking</i> saya.	4	3	2	1
6.	Setelah mendapatkan koreksi <i>speaking</i> dari guru saya, ada perasaan negatif (malu/marah) dalam diri saya.	4	3	2	1

☺Thank You Very Much for Your Help☺



**G. LETTER PERMITS**



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 1565/H.34.12/PP/VIII/2011  
Lampiran : --  
Hal : **Permohonan Izin Penelitian**

2 Agustus 2011

Kepada Yth.

Bupati KDH Tk. II Kabupaten Sleman  
c.q. Ka Bappeda Kabupaten Sleman  
di Sleman

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*The Characteristics of Teacher's Feedback in The Speaking Activities of The 9th Grade Students of SMP N 2 Depok*

Mahasiswa dimaksud adalah :

Nama : WAHYU ANGGRAENI  
NIM : 06202241034  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Tanggal Pelaksanaan : Bulan Agustus s.d. Oktober 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan  
Wakil Dekan I,

Drs. Suhaini M. Saleh, M.A.  
NIP 19540120 197903 1 002





PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( **BAPPEDA** )

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 07.0 / Bappeda / 2254 / 2011

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

- Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
- Menunjuk : Surat dari an. Dekan, Wakil Dekan I Fakultas Bahasa dan Seni Univ. Negeri Yogyakarta Nomor: 464/Eks/V Tanggal: 25 Juli 2011 Hal: Permohonan Ijin Penelitian.

**MENGIZINKAN :**

Kepada :  
Nama : **WAHYU ANGGRAENI**  
No. Mhs/NIM/NIP/NIK : 06202241034  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : UNY  
Alamat Instansi/Perguruan Tinggi : Kampus Karangmalang, Yogyakarta  
Alamat Rumah : Kepuh GK III / 982 Yogyakarta  
No. Telp/HP : 085647449689  
Untuk : Mengadakan Penelitian dengan judul:  
**"THE CHARACTERISTICS OF TEACHER'S FEEDBACK IN THE SPEAKING ACTIVITIES OF THE 9<sup>TH</sup> GRADE STUDENTS OF SMP N 2 DEPOK"**

Lokasi : Kab. Sleman  
Waktu : Selama 3 (tiga) bulan mulai tanggal : 04 Agustus 2011 s.d 04 Nopember 2011.

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Kepala Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda
4. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

**Tembusan Kepada Yth :**

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Depok
6. Ka. SMP N 2 Depok
7. Dekan Fak. Bahasa dan Seni – UNY.
8. Peringgal

Dikeluarkan di : Sleman  
Pada Tanggal : 04 Agustus 2011.

A.n. Kepala BAPPEDA Kab. Sleman  
Ka. Bidang Pengendalian & Evaluasi  
u.b.

Ka Sub Bid. Litbang



**SRINURHIDAYAH, S.Si, MT**

Penata Tk. I, III/d



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA

**SMP NEGERI 2 DEPOK**

Alamat : Jalan Dahlia Perumnas Condongcatur, Depok, Sleman 55283  
Telp. (0274) 882171 Website : [WWW.SMP2DEPOK.SCH.id](http://WWW.SMP2DEPOK.SCH.id) E-mail : [Info@SMP2depok.SCH.id](mailto:Info@SMP2depok.SCH.id)



SURAT KETERANGAN

Nomor : 423 / 2210 / 2011

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Depok Sleman menerangkan bahwa :

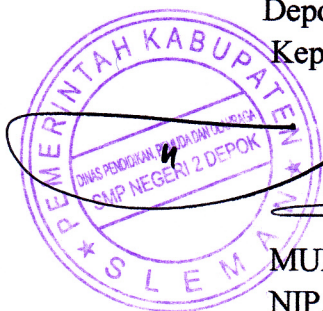
N a m a	: WAHYU ANGGRAENI
Nomor Induk Mahasiswa	: 06202241034
Program Studi / Jurusan	: S-1 / Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Instansi / Perguruan Tinggi	: UNY
Alamat Instansi	: Kampus Karangmalang, Yogyakarta

Telah melaksanakan penelitian untuk menyelesaikan Skripsi dengan judul :  
**"THE CHARACTERISTICS OF TEACHER'S FEEDBACK IN THE SPEAKING  
ACTIVIES OF THE 9 TH GRADE STUDENTS OF SMP N 2 DEPOK".**

Yang dilaksanakan pada bulan Agustus sampai dengan September 2011.  
Demikian surat keterangan ini kami buat agar dipergunakan sebagaimana mestinya.

Depok, 17 September 2011

Kepala Sekolah



MURDIWIYONO, S.Pd.

NIP. 19610102 198412 1 001